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ABSTRACT

This document contains proceedings of a Congressional hearing that examined the status of vocational and technical education in the District of Columbia. The hearing also covered what new plans and programs are being proposed and implemented in the District of Columbia school system in order to keep pace with changes in an increasingly technologically oriented society. Testimony and prepared statements were given by faculty members of the University of the District of Columbia, the District of Columbia Board of Education, the Superintendent of D.C. Public Schools and various school executives, an assistant to the mayor of Washington, D.C., and representatives of the Washington Teachers Union (AFL-CIO). Labor market projections prepared from Bureau of Labor statistics for occupational demand through 1990 also are included. In their reports, the educators described the inadequacies of the technical education program at present, with inadequate funding and further federal budget cuts being made, and predicted the effects that would be felt from further cuts in funding. They also described several innovative approaches that they are planning, such as cooperative programs with business and industry to train students in particular fields in which demand will be high and programs for college students to tutor inner-city youth. (KC)

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VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS

OVERSIGHT HEARING

BEFORE THE

SUBCOMMITTEE ON
JUDICIARY AND EDUCATION

OF THE

COMMITTEE ON
THE DISTRICT OF COLUMBIA
HOUSE OF REPRESENTATIVES

NINETY-SEVENTH CONGRESS

SECOND SESSION

ON

VOCATIONAL, TECHNICAL/PROFESSIONAL, ALTERNATIVE EDUCATION,
AND CAREER DEVELOPMENT IN THE DISTRICT OF COLUMBIA

MARCH 25, 1982

Serial No. 97-12

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Donald M. Temple, *Staff Counsel*
Victor O. Frazer, *Subcommittee Counsel*

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VOCATIONAL, TECHNICAL/PROFESSIONAL, ALTERNATIVE EDUCATION, AND CAREER DEVELOPMENT IN THE DISTRICT OF COLUMBIA

THURSDAY, MARCH 25, 1982

House of Representatives,
Subcommittee on Judiciary and Education,
Committee on the District of Columbia,
Washington, D.C.

The subcommittee met, pursuant to recess, at 9:35 a.m., in room 1310, Longworth House Office Building, Hon. Mervyn M. Dymally (chairman of the subcommittee) presiding.

Present: Representative Stewart B. McKinney.

Also present: Elizabeth D. Lunsford, general counsel; Victor O. Frazer, subcommittee counsel; Donald Temple, staff counsel; Donn Davis, staff assistant; John Gnorski, minority staff director; Jay Malcynsky, minority counsel; and Ronald Hamm and Virginia Bancroft, minority staff assistants.

Mr. **Dymally**. Good morning. The meeting of the Subcommittee on Judiciary and Education of the District of Columbia Committee is hereby called to order.

First, let me thank all of you for coming this morning. Your willingness to testify on this issue is indicative of your concern and agreement with the subcommittee that immediate attention is required if there are to be any meaningful attempts to rescue the vocational and technical education programs within the public educational system.

For too long, vocational education has been associated with those students whose level of academic achievement fell below the average, and as a result of this misconception, vocational education has been viewed only in the context of trade shops. This archaic attitude has been a source of discouragement for many students who avoided vocational education for fear of being identified as underachievers in the academic area. If you have had an occasion to call a plumber recently, you will know that a vocational education has its rewards.

By the way, I would like, if I had my arbitrary way, to eliminate the word "vocational" because of its negative connotation in minority communities and call it technical education. It is a rose by another name which might help sell it a bit faster.

The hearing today is a followup to one which we held on February 25, wherein we tried to learn what effect a reduction in Federal funding to education would have on elementary and secondary education in the District of Columbia. Today we are going to take a look at the status of vocational and technical education, what it has been, and what new plans and programs are being proposed and implemented in order to keep pace with changes in an ever increasingly technologically oriented society.

I am pleased to have so many witnesses today. If you do not mind very much, I would like to maintain the perrogative of changing the schedule as previously arranged because Mr. McKinney will come to join us shortly but has to leave. During his stay with us, he wants to chat with the Superintendent and have a public discourse. I am quite sure that she is anxious to supply him with the information which he requested at our last meeting.

I am very pleased that you have all come.

I will call on our first witness, Miss Pearl Sandifer.

Madam Superintendent, you do not mind waiting until Mr. McKinney comes. Do you?

Mrs. McKenzie. No. I do not.

Mr. Dymally. Thank you very much.

As a matter of routine, will all of the witnesses identify themselves for the record. It will help the stenographer.

[Report on labor market projections through 1990 follows:]

COMMITTEE ON THE DISTRICT OF COLUMBIA
SUBCOMMITTEE ON JUDICIARY AND EDUCATION

OVERSIGHT HEARINGS ON VOCATIONAL, TECHNICAL PROFESSIONAL, ALTERNATIVE
EDUCATION AND CAREER DEVELOPMENT IN THE DISTRICT OF COLUMBIA

March 25, 1982

LABOR MARKET PROJECTIONS THROUGH 1990

I. INTRODUCTION

Following below is a brief discussion of the employment and occupational projections in the United States through the year 1990. This discussion is intended to provide informational background for the District of Columbia Subcommittee on Judiciary and Education oversight hearing on Vocational, Technical Professional, Alternative Education and Career Development. The discussion is not intended to be comprehensive, but simply to summarize and highlight selected areas of projected employment growth which are pertinent to the issue of preparatory education.

The statistics used herein have been developed by the Department of Labor, Bureau of Labor Statistics based on its moderate or middle level projections from 1978 through 1990. These projections presume large increases in the Gross National Product and a higher labor force growth for the remainder of the decade.

According to the Bureau, overall employment is expected to rise by 31 percent between 1978 and 1990, from 97.6 million to 127.9 million jobs, an increase of approximately 30 million jobs. Of note, service workers continue to be the fastest growing major occupational category. The number of service jobs is expected to rise from 14.4 million to 19.2 million. Although percentage-wise service occupations are expected to be the fastest growing between 1978-1990, the largest numbers of new jobs will occur in white and blue collar categories.

II. WHITE COLLAR

This category of jobs generally requires post-secondary education. In the past, two-thirds of the jobs were accounted for by teachers, medical professionals, health technologists and technicians, engineers, and engineering science technicians. Although employment in professional and technical jobs as a whole is expected to increase faster than the average rate for all occupations, there will be significant differences among individual fields.

Employment in most medical and health professions is projected to expand very rapidly, while it is expected to decline in many teaching occupations. Greater health consciousness, population growth and the substantial increase in the number of older people who have a need for health services will boost demand. During the 1980's, the number of persons age 75 and above is expected to increase from 9.14 million to 12.0 million. Hence, opportunities for professional and technical workers in hospitals, clinics, laboratories, nursing homes and other settings are likely to increase rapidly.

A. MEDICAL WORKERS

Medical worker employment opportunities, including dentists, dietitians, nurses, optometrists, physicians, therapists and veterinarians are expected to increase from 2 million to 3 million positions, approximately a 52 percent increase. These figures include a 57 percent increase in professional nurses; 48 percent increase in physicians; 66 percent increase in physical therapists; 58 percent increase in speech and hearing clinicians and a 70 percent increase in veterinarians.

B. HEALTH WORKERS

Health technologists and technicians, including dental assistants and hygienists, licensed practical nurses, medical, surgical and X-ray technicians are expected to increase from 1.2 to 1.9 approximately a 52 percent increase. These figures include a 61 percent increase in dental assistants and dental hygienists, a 53 percent increase in licensed practical nurses and a 55 percent increase in X-ray technicians.

C. TEACHERS

In contrast, jobs for secondary, college, and university teachers are expected to decrease as a result of the decline in births that occurred in the 1960's and 1970's. Demand for secondary school teachers could fall dramatically in the Northeast and North Central States where the Bureau of Census projects a drop of close to 25 percent in the number of 15 to 19 year olds between 1980 and 1990. However, increased opportunities are anticipated in pre-school and adult education. Preschool and kindergarten teachers are expected to increase from 455,000 to 579,000 positions, approximately a 27 percent increase and adult education teachers from 105,000 to 126,000, a 6% increase. Meanwhile, secondary school teacher positions will decline by approximately 12.5 percent.

D. ENGINEERS

Engineer employment opportunities, including aero-astronautic, electrical, industrial and mechanical engineers, are expected to rise by 553,000 positions between 1978 and 1990, approximately a 50 percent increase. Aero-astronautic engineers are expected to increase approximately 81 percent; electrical engineers, 65 percent and mechanical engineers 50 percent.

E. LAWYERS AND PARALEGALS

Lawyers are projected to increase from 380,000 to 580,000, a 52 percent increase. The number of paralegals is expected to increase dramatically from 28,000 to 75,000 a 165.5 percent increase.

F. COMPUTER OCCUPATIONS

Computer occupations are expected to be the most rapidly growing occupational group in the economy over the next decade. Overall employment in computer occupations is expected to rise from 1.15 million in 1978 to 2.14 million in 1990, an increase of 85 percent. Most computer workers are in five occupations; systems analyst, programmer, computer and peripheral equipment operator, keynote operator, and computer service technical. Between 1978 and 1990, systems analysts are expected to increase from 185,000 to 412,000, a 123 percent increase; programmers from 204,000 to 381,000, an 87 percent increase; data processing machine mechanics from 63,000 to 172,000, a 173 percent increase and computer operators from 169,000 to 338,000, a 100 percent increase.

G. OTHER PROFESSIONALS

In other professional areas, accountants and auditors are expected to increase from 777,000 to 1,107,000, a 36 percent increase; real estate appraisers, from 32,000 to 50,000, a 57 percent increase, travel agents from 45,000 to 74,000 a 65 percent increase.

III. BLUE COLLAR

This category of jobs usually does not require post-secondary education. Blue collar jobs may, however, require technical secondary education preparation, particularly to prepare for skilled labor markets.

Employment in blue-collar occupations is projected to grow slower than white-collar or service occupations. In this regard, blue-collar jobs are expected to increase from 31.8 million in 1978 to 38.13 million in 1990. Of note, there are serious concerns that the United States will be increasingly experiencing shortages in the availability of skilled manpower in years to come.

At a hearing last year before a House Subcommittee on Appropriations, a representative of the Department of Defense noted:

> "The keystone of our mass production economy is the tooling and precision machining industry. Although the industry uses a wide variety of sophisticated and expensive machine tools, its real asset is the highly refined skills of its innovative toolmakers, mold makers, and machinists. That skilled workforce is eroding at an alarming rate. A special survey made by the National Tooling and Machining Association indicates that the tool industry should hire 60,000 skilled journeyman now, and will need nearly a quarter of a million skilled journeyman total by 1985. They project a very large deficit. A survey conducted by the Forging Industry Association shows that current shortages run as high as 20 percent of need with projections to 1990 showing that shortages run as high as 42 percent of need." (Emphasis added)

A. CRAFT AND KINDRED WORKERS

In 1978, there were 11.7 million craft workers,construction trade workers and mechanics, the two largest occupational categories, constituted more than half of the group's employment. The other categories are supervisors, metalworking craftworkers, and printing trade workers.

1. METALWORKING CRAFTS

A large proportion of metal working craft employment is found in factories that produce equipment for business and industrial use. The Bureau of Labor Statistic's middle level model presumes faster growth in investment for equipment. Based on this presumption, it expects increased employment needs in most industries that manufacture fabricated metal products, machinery, electrical and transportation equipment.

Between 1978 and 1990, employment in sheet metal and tinsmith occupation are expected to increase from 205,000 to 280,000, a 37 percent increase; machinists from 272,000 to 358,000, a 31 percent increase; tool and die makers, from 166,000 to 221,000, a 53 percent increase.

2. MECHANICS

Employment of mechanics is expected to rise from 3.8 million in 1978 to 5.2 million in 1990, a 37 percent increase. The area with the most dramatic growth will be data processing machine mechanics. Employment in this occupation is expected to grow from 63,000 in 1978 to 172,000 in 1990, a 173 percent increase.

In other areas, between 1978 and 1990, air conditioning, heating and refrigerator mechanics are expected to increase from 165,000 to 230,000, a 39 percent increase; auto body repairers, from 154,000 to 201,000 a 30 percent increase; auto mechanics from 847,000 to 1,124,000, a 32 percent increase and electric line installors and repairers, from 157,000 to 215,000, a 36 percent increase.

3. CONSTRUCTION WORKERS

Employment in the construction crafts are expected to grow from almost 3 million in 1978 to more than a little more than 4 million in 1990, about a 33 percent increase. This figure appears to be somewhat optimistic in view of present inflation projections, high interest rates and since most of the growth in this industry was expected before 1985. Moreover, after 1985, it is anticipated that the rate of new household formation will decline, reflecting the decrease in births that began in the 1960's.

4. OTHER CRAFTS

In other crafts, between 1978 and 1990, bakers are expected to increase from 60,000 to 76,000, a 27 percent increase; furniture upholsters, from 30,000 to 43,000, a 41 percent increase; heavy equipment operators, from 431,000 to 598,000, a 39 percent increase and cabinetmakers, from 72,000 to 95,000, a 31 percent increase.

B. OPERATIVES

Operatives included in this group are many of the blue-collar workers associated with manufacturing and transportation operations. About 14.2 million operatives were employed in 1978. More than 80 percent worked at manufacturing jobs such as assembler, machine tool operator, welder, and inspector. Outside of manufacturing, operatives were concentrated in transportation and trade. Many were transport equipment operators, such as truck or bus drivers.

Employment of operatives is projected to grow slower than the average for all occupations in the 1978-90 period. More efficient production as a result of greater investment in new plants and equipment should limit increases in the demand for operatives in factories. This is further validated as we observe the increased use of robots to perform the work that many operatives presently or previously performed.

It should be noted, the growth rates for individual occupations will vary, depending on the particular industries in which they are employed. Generally, occupations that are concentrated in the durable goods sector are projected to grow faster than those in industries that make nondurable goods. As family income on automobiles, furniture, and other durable goods and a decreasing proportion on nondurables, such as food and basic clothing.

Generally, operatives are expected to increase from 14.2 million in 1978 to 17.6 million in 1990, a 25 percent increase.

1. ELECTRONIC ASSEMBLER

Between 1978 and 1990 electrical and electronic assemblers are expected to increase from 207,000 to 305,000, a 47 percent increase; electro-mechanical equipment assemblers, from 53,000 to 78,000, a 45 percent increase and machine assemblers, from 100,000 to 154,000, a 45 percent increase.

2. LAUNDRY OPERATORS

Small establishment laundry operators are expected to increase from 34,000 in 1978 to 53,000, in 1990, a 56 percent increase.

3. METALWORKING OPERATIVES

Generally, metalworking operatives, which include drill press machine operators, machine tool operators, welders and flame cutters, power brake and bending machine operators and electroplaters are expected to increase from 1.6 million in 1978 to 2.2 million in 1990, a 34 percent increase.

4. TRANSPORT EQUIPMENT OPERATIVES

Transport equipment operatives, which include ambulance drivers, busdrivers, chauffeurs and truckdrivers, are expected to increase from 3.4 million to 4.4 million, a 28 percent increase.

IV. SERVICE WORKERS

Service workers numbers 13.2 million in 1978, accounting for about 13.6 percent of total employment. Between 1978 and 1990 a 44 % increase in service occupations is expected. This growth is expected to be particularly rapid in food service and health occupations.

A. FOOD SERVICE

Between 1978 and 1990, the number of food service workers are expected to increase 46 percent, from 5.6 million to 8.1 million. Food occupations expected to increase significantly are fast food restaurant food preparation and service workers from 714,000 to 1,250,000, 77 percent; cooks from 1 million to 1.4 million, 40 percent and bartenders, from 347,000 to 480,000, 38 percent.

B. HEALTH SERVICE

Selected health service workers are expected to increase 63 percent. Medical assistants are expected to increase from 81,000 to 123,000, 52 percent and nurses aides and orderlies, from 1 million to 1.8 million about 65 percent.

C. PERSONAL SERVICE

Personal service workers are expected to increase 42.5 percent. Child care attendants are expected to increase from 35,000 to 60,000, 68 percent; child care workers, from 398,000 to 615,000, 55 percent and cosmetologist and womens' hair stylists, from 434,000 to 603,000, 39 percent.

STATEMENT OF PEARL E. SANDIFER, CHAIRPERSON, D.C. ADVISORY COUNCIL ON VOCATIONAL EDUCATION, ACCOMPANIED BY BRENDA BELTON, PH. D., EXECUTIVE DIRECTOR, D.C. ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Miss **Sandifer**. My name is Pearl Sandifer.

Mr. Dymally, members of the Committee on the District of Columbia Subcommittee on Judiciary and Education, and fellow educators, I would like to thank you for the opportunity to speak on the state of vocational, technical/professional, alternative education, and career development in the District of Columbia.

Before I address the topic in question, I would like to give you some information about the D.C. Advisory Council on Vocational Education. The council is a vocational-technical education advisory council, established under the Vocational Education Act of 1963 and Vocational Education Amendments of 1968, or Public Law 90-576.

It is comprised of 29 persons, predominently noneducators representing 20 broad categories, dealing with vocational, technical, manpower services, special education, and the general public. Members are appointed by the D.C. State Board of Education and serve terms of 3 years.

The mandates of the council are as follows: To prepare an annual report examining the effectiveness of vocational education programs and recommending such changes as are deemed appropriate. The report is forwarded to the D.C. State Board of Education, U.S. Department of Education, and the National Advisory Council on Vocational Education.

They include: Advisement of the D.C. State Board of Education on the development of the State plan for vocational education and on policy matters concerning administration of the plan; evaluation of programs implemented under the State plan and the publishing of the evaluation results. The council has just completed an evaluation of approximately 20 different vocational-technical programs which are located in six career centers and seven comprehensive high schools. The findings of the evaluation will be shared with all concerned parties.

They also include: Conducting at least one open meeting each year, affording the public an opportunity to express views and concerns about vocational education.

The D.C. Advisory Council on Vocational Education works closely with the Career Development Office of the D.C. Public Schools and the D.C. Board of Education to improve the quality of services and programs offered through the career development centers. The council also advises and offers assistance to the Employment Training Services Advisory Council on matters of employment and training for residents of the District of Columbia.

DISTRICT OF COLUMBIA

Now, I will speak on the topic at hand. The Nation's capital is no longer just the Federal city. Greater Washington is fast becoming a thriving private sector marketplace, a marketplace which offers economic growth and stability, access to worldwide centers of business and technology and a wide variety of goods and services which make the quality of life hard to beat anywhere.

Even though the District of Columbia is still the political heart of the country, it is also a communications and associations capital; a cultural, professional, and international center; and a nucleus for education, high technology, research, and development.

With the advent of the new convention center, tourism, the District's second largest business, will provide an ever-expanding job market. This industry, we anticipate, will serve as a major employment source for many of our students who are now engaged in the field or related fields of study in the career centers.

VOCATIONAL EDUCATION

In these days of budget cuts and the uncertainty of the reauthorization bill, the schools will find difficulty in providing the kind of vocational education which is necessary to prepare students to compete in today's market. The occupational distribution of the District of Columbia and the metropolitan area is dominated by white collar jobs. By the end of 1982, these jobs, which include professional, technical, managerial, clerical, and sales, are projected to account for 70.5 percent and 66.3 percent in the respective jurisdictions. This universe of need includes persons unemployed 16 weeks or more, or 15,930 persons; persons with family incomes less than OMB [Office of Management and Budget] guidelines, or 73,700 persons; and persons receiving public assistance, or 43,000 persons.

Congressman Bill Ayres of Ohio, a member of the Committee on Education and Labor, in the October 1981 issue of Voc Ed has called for "a renewed sense of urgency about the need for a modern structure of occupational education which will meet the needs of the total population in all parts of the country." The article further states that the Congress needs to look at vocational education in the total context of education, the state of our economy, the characteristics of the job market now and in the decade ahead, the needs of all our citizens for preparation for employment, and the financial and human resources likely to be available to meet these needs.

In the November 1980 issue of the "Winter Education Review", Mr. Gene Bottoms, executive director of AVA, made the following statements which are very relevant to the status of vocational education in the District of Columbia today:

> More than 17 million Americans were enrolled in vocational education programs offered by public institutions in 1979. Enrollments have increased by 5 million, or 44 percent, since 1972—making it the fastest growing area of education today. Vocational education is based on the concept that the educational system should help people prepare for employment. It's a concept that can and does work. Yet, despite the clarity of this goal, it is probably the least understood area of education because preparing people for work is a complex and constant changing process. No other area of education is asked to change so much and so rapidly.
>
> At its best, vocational education represents a cooperative federal, state and local effort to meet the nation's acute need for skilled workers. Federal funding has been established for vocational education because lawmakers recognize that it can play a crucial role in raising individual productivity and in helping both rural and urban communities attract and hold businesses and industries which depend upon workers with technical know-how and work-oriented values. To judge vocational education's effectiveness, we must understand exactly what is meant by the term.

We are certainly in agreement with these statements.

Vocational education is frequently thought of as a secondary school program only. However, in the last two decades, there has been an increasing emphasis on postsecondary vocational training as a means of providing the highly skilled workers which industry demands.

Government statistics show that at least 80 percent of the jobs in the 1980's will require less than a baccalaureate degree. All but 5 of the 25 careers cited in a recent Department of Labor list of careers, where job growth is expected to be largest by 1985, required vocational education preparation. It is not surprising, therefore, that many students are turning to vocational education institutions to get the training they need to equip them for available jobs.

However, vocational education is not only for people who are just entering the work force. It also retrains workers displaced by industry shutdowns and upgrades workers' skills to keep pace with changing technology. Department of Labor figures tell us that most adults will change careers at least four or five times in their lives. These changes will generally necessitate some type of vocational retraining.

Within the last two decades, vocational education has put increasing emphasis on preparing people for particular jobs with specific employers. In many communities, the availability of on-the-spot training for a new or expanding industry has been a key factor in attracting and holding jobs. At least half of all the States now have industrial training programs carried out through their State departments of vocational education. Governors and other officials describe the impact of these programs on their State economies in glowing terms. This could also work in the District of Columbia.

In communities with strong vocational programs, citizens and government leaders recognize vocational education, not as second-class education but as quality education which provides students with a choice. The quality of vocational education programs, however, is dependent upon the support they receive at the local, State, and national levels. When key leaders—labor, management, and education—recognize its worth and assume responsibility for keeping programs in tune with needs of the business and industrial communities, it succeeds. Without such support, vocational education will not work.

A recent report by the National Institute of Education noted:

> The vocational education high school graduate is less likely to be unemployed, especially if the student is black, and is more likely to be in a semi-skilled or skilled job than is the general curriculum graduate . . . Employers are likely to be satisfied with the student's attitudes toward work and preparation in the job-related skills.

CAREER DEVELOPMENT THROUGH D.C. GOVERNMENT

The council recognizes the need for extension of the District of Columbia educational services through career development programs to meet the requirements of all the potentially occupationally interested students plus those in postsecondary and adult education programs who seek upgrading and new occupational skills services. The council feels this could best be done through a coordinated effort between the D.C. Government and the District public schools.

For example, government cars needing repairs could be repaired by students in the automobile mechanics shops. Offices in need of repair and renovation could be done by students enrolled in the painting, carpentry, and decorating shops. In fact, the District Government should seriously look at the possibility of subcontracting to the school any and all services in the following categories: Court and conference reporting, word processing, printing, graphic design, landscaping, and advertising arts.

In this way, the Government would save money, allow the students an opportunity to obtain job experience, and generate money for their school programs.

CAREER EDUCATION

The D.C. Advisory Council feels that career education should be clearly recognized as part of general education from prekindergarten through 12th grade and beyond. The focus of career education should be the world of work and how entry into that world is effected. Career education should result in a kind of industrial intelligence for each student. Career development should be seen as the total sequence of experiences which leads to the choice of an educational field as it is related to the world of work and as it is directly related to entry into the world of work.

VOCATIONAL EDUCATION

The D.C. Advisory Council on Vocational Education believes that the concept of the proposed vocational and adult education block grant to be given to the States would severely curtail, and in some cases eliminate, programs which are currently preparing vocational and adult education students to keep pace with the new technologies needed in today's marketplace.

Many students who have achieved and are now mastering those career disciplines which are viewed as occupations for the 1980's and 1990's will find their careers stymied or chances for training and employment limited due to insufficient funds, which will be the result of the block grant concept.

It is a fact that in the District of Columbia, due to the large number of programs which benefit the poor and disadvantaged, the likelihood of the city's vocational and adult education program receiving sufficient funds to keep its programs viable and meaningful will be almost nil or nonexistent. In the District of Columbia, where job opportunities and market demands are directly tied with the occupational clusters set up at the various vocational centers, it would seem counterproductive to cutoff the supply of potential workers which helps to keep America viable and growing.

It is imperative that the vocational education and adult education programs be given sufficient dollars, either through earmarked funding or a Governor's or mayor's set-aside fund, to insure students the opportunity to make America strong through industry and technology.

The D.C. public school system is currently working on a program wherein local and national corporations will sponsor and help to manage career high school programs where the economy is growing. This tie-in with the private sector is right in line with the President's message for involvement with the private sector.

However, through the block-grant concept, it is feared that moneys needed to adequately get the program off the ground as well as materials, equipment, and supplies needed in the vocational centers will not be available to make the program a reality.

In conclusion, the D.C. Advisory Council on Vocational Education urgently requests reconsideration of the block grant for vocational and adult education and respectfully requests that funds in this area not be reduced.

Once again, thank you for this opportunity to present our views.

Mr. DYMALLY. Thank you for your very relevant testimony, Miss Sandifer. Let me ask a few human interest questions.

Are you a volunteer chairwoman?

Miss SANDIFER. Yes. I am.

Mr. DYMALLY. How is your council funded?

Miss SANDIFER. It is funded through the State Department of Education.

Mr. DYMALLY. Do you have any labor representatives on your council?

Miss SANDIFER. Yes.

Mr. DYMALLY. Are you now developing a master plan for vocational-technical education?

Miss SANDIFER. Yes. We are.

Mr. DYMALLY. I suspect that it will be submitted to the State Board of Education.

Miss SANDIFER. It certainly will.

We also have copies of our annual plan for your committee members.

Mr. DYMALLY. That is fine. Do you have one for us today?

Miss SANDIFER. Yes.

Mr. DYMALLY. Without objection, the annual plan will be made a part of the record at this point.

[The material referred to above follows:]

PREPARATION

TWELFTH ANNUAL REPORT

District of Columbia Advisory Council
on
Vocational Education
1981

DISTRICT OF COLUMBIA ADVISORY COUNCIL ON VOCATIONAL EDUCATION
RANDALL SENIOR HIGH SCHOOL FIRST & EYE STREETS, S.W. WASHINGTON, D.C. 20024 (202) 488-7407

Pearl E. Sandifer
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Vice Chairperson

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Charles G. Smith, Jr
Patricia A. Thomas
Dr. Barbara I. Tobelmann
Doris T. Woods

December 18, 1981

The Honorable Eugene Kinlow, President
District of Columbia Board of Education
Presidential Building
415 12th Street, N. W.
Washington, D. C. 20004

Dear Mr. Kinlow:

We respectfully submit this Twelfth Annual Evaluation Report to the Board of Education of the District of Columbia for its use and transmittal to the U. S. Secretary of Education and the National Advisory Council on Vocational Education, in accordance with the requirements of Public Law 94-482.

In preparation of this report, we have attempted to fulfill the requirements of the law in evaluating the effectiveness of vocational education programs, services and activities implemented during Fiscal Year 1981.

We appreciate the cooperative spirit which the Board of Education, the Superintendent and staff extended to the Council in the performance of its duties. We look forward to a continuation of this relationship as we strive for the further advancement of vocational education for the citizens of the District of Columbia.

Sincerely,

Pearl E Sandifer

Pearl E. Sandifer
Chairperson

PES:mt

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Members of the L. C. Advisory Council on Vocational Education

FOREWORD

The Twelfth Annual Report of the District of Columbia Advisory Council on Vocational Education is submitted in accordance with the requirements of Public Law 90-576, the Vocational Education Amendments of 1963 and Public Law 94-482, the Education Amendments of 1976. It provides a record of the activities of the Council for Fiscal Year 1981.

This report represents the findings of the Council with respect to the conduct of vocational education and career development in the District of Columbia during F.Y. 1981. It reflects the efforts of the total Council to evaluate the progress of the new concepts of Career Development which touch every student in the District of Columbia Public Schools. In addition, the Council hopes that it will provide for the public at large, a brief overview of the vocational education activities and programs in the District of Columbia.

The major responsibilities of the Council are to:

1. Advise the Board of Education on the development of the Five-Year State Plan, Annual Plan and Accountability Report.

2. Advise the Board of Education on policy matters arising out of the administration of programs addressed in the Five-Year Plan, Annual Plan and Accountability Report.

3. Evaluate vocational education programs (including programs to overcome sex bias), services and activities under the Annual Program Plan and publish and distribute the results thereof.

4. Assist the Board of Education in the development of plans for the evaluation of the effectiveness of

each program addressed in the State plan and monitor these evaluations.

5. Prepare and submit, through the Board of Education, to the U. S. Department of Education and the National Advisory Council on Vocational Education an annual evaluation report.

6. Identify, after consultation with the Employment Training Services Advisory Council, the vocational education and employment and training needs of the District and assess the extent to which vocational education, employment training, vocational rehabilitation, special education and other programs assisted under this and related Acts represent a consistent, integrated and coordinated approach to meeting such needs.

7. Comment at least once annually on the report of the Employment Training Services Advisory Council.

8. Prepare and submit a budget to the Board of Education for approval.

9. Provide technical assistance as required to local advisory councils.

10. Hold at least one public meeting per year to give the public an opportunity to express views concerning the vocational education programs in the District of Columbia.

11. Prepare and submit a financial report to the Board of Education.

In spite of the budget cuts and economic conditions facing the city, the D. C. Advisory Council on Vocational Education's primary concern is the advocation and promotion of improved vocational education for the District of Columbia and its residents.

INTRODUCTION

The Nation's Capital is no longer just the federal city. Greater Washington is fast becoming a thriving private sector marketplace... a marketplace that offers economic growth and stability, access to world-wide centers of business and technology and a wide variety of goods and services that makes the quality of life hard to beat anywhere.

Even though the District of Columbia is still the political heart of the country, it is also a communications and associations capital, a cultural, professional and international center, and a nucleus for education and high technology research and development.

With the advent of the new Convention Center, tourism, the District's second largest business will provide an ever-expanding job market. This industry, we anticipate will serve as a major employment source for many of our students who are now engaged in this field or related fields of study in the career centers.

In these days of budget cuts and the uncertainty of the Reauthorization bill, the schools will find difficulty in providing the kind of vocational education that is necessary to prepare students to compete in today's market. The number of jobs in the District of Columbia is projected to increase between 1976 and 1982 at an average annual rate of 1.1 percent. For the metropolitan area average annual growth is projected at 3.1 percent between 1976 and 1982. The occupational distribution of the District of Columbia and the Metro Area is dominated by "white collar" jobs. By 1982, these jobs-- which include professional, technical, managerial, clerical, and sales-- are projected to account for 70.5 percent and 66.3 percent in the respective jurisdictions. It has been projected that in Fiscal Year 1981 there will bo 95,810 cases potentially eligible for manpower related services. This "universe of need" includes persons unemployed 16 weeks or more (15,930); persons with family income less than OMB poverty guidelines (73,700); and persons receiving public assistance (43,000).

Congressman Bill Ayres of Ohio, a member of the Committee on Education and Labor, in the October 1981 issue of "Voc Ed" has called for "a renewed sense of urgency about the need for a modern structure of occupational education which will meet the needs of the total population in all parts of the country." The Committee further states that the Congress needs to look at vocational education in the total context of education, the state of our economy, the characteristics of the job market now and in the decade ahead, the needs of all our citizens for preparation for employment, and the financial and human resources likely to be available to meet these needs.

In the November 1980 issue of the Winter Education Review, Mr. Gene Bottoms, Executive Director of AVA made several statements that are very relevant to the status of vocational education today. "More than 17 million Americans were enrolled in vocational education programs offered by public institutions in 1979. Enrollments have increased by 5 million, or 44 percent, since 1972-- making it the fastest growing area of education today. Vocational education is based on the concept that the educational system should help people prepare for employment. It's a concept that can and does work. Yet, despite the clarity of this goal, it is probably the least understood area of education because preparing people for work is a complex and constant changing process. No other area of education is asked to change so much and so rapidly."

"At its best, vocational education represents a cooperative federal, state and local effort to meet the nation's acute need for skilled workers. Federal funding has been established for vocational education because lawmakers recognize that it can play a crucial role in raising individual productivity and in helping both rural and urban communities attract and hold businesses and industries which depend upon workers with technical know-how and work-oriented values. To judge vocational education's effectiveness, we must understand exactly what is meant by the term.

Vocational Education is frequently thought of as a secondary school program only. However, in the last two decades, there has been an increasing emphasis on postsecondary vocational training as a means of providing the highly skilled workers that industry wants. Government statistics show that at least 80 percent of the jobs in the 1980's will require less than a baccalaureate degree. All but five of the 25 careers cited in a recent Department of Labor list of careers where job growth is expected to be largest by 1985 required vocational education preparation. It is not surprising, therefore, that many students are turning to vocational education institutions to get the training they need to equip them for available jobs.

However, vocational education is not only for people who are just entering the work force. It also retrains workers displaced by industry shutdowns and upgrades workers' skills to keep pace with changing technology. Department of Labor figures tell us that most adults will change careers at least four or five times in their lives. These changes will generally necessitate some type of vocational retraining.

Within the last two decades, vocational education has put increasing emphasis on preparing people for particular jobs with particular employers. In many communities, the availability of on the spot training for a new or expanding industry has been a key factor in attracting and holding jobs. At least half of all the states now have industrial training programs carried out through their state departments of vocational education. Governors and other officials describe the impact of these programs on their state economies in glowing terms.

In communities with strong vocational programs, citizens and government leaders recognize vocational education not as "second-class education" but as quality education that provides students with a choice. The quality of vocational education programs, however, is dependent upon the support they receive at the local, state and national levels. When key leaders — labor, management and education — recognize its worth and assume the responsibilty for keeping programs in tune with needs of the business and industrial communities, it succeeds. Without such support, vocational education will not work."

A recent report by the National Institute of Education noted: "The vocational education high school graduate is less likely to be unemployed, especially if the student is black, and is more likely to be in a semi-skilled or skilled job than is the general curriculum graduate...Employers are likely to be satisfied with the student's attitudes toward work and preparation in the job-related skills."

The Council continues to recognize the need for extension of educational services through career development programs to meet the requirements of all the potentially occupationally interested students, plus those in post-secondary and adult education programs who seek upgrading and new occupational skills services.

The Council wishes to commend the Superintendent of the D. C. Public Schools for initiating the program whereby major local and national corporations will provide funding and resources to develop at least five(5) career high schools. The program will be geared to augmenting real life experiences and help determine whether present instruction is geared to the current needs of business.

The Division of Career and Continuing Education continues to expand its services in special education. The Leadership Training Institute/Vocational and Special Education has sought to develop a "Forward Plan" — for improving and expanding vocational opportunities for handicapped individuals in the District of Columbia. The Council met with several organizations during the year to mobilize their expertise and resources to improve educational opportunities and handicapped learners. The group has established objectives, and outlined the major activities to be undertaken to carry out these objectives to ensure that special education becomes an integral and meaningful part of the educational system.

Finally, the D. C. Advisory Council feels that career education should be clearly recognized as part of general education from pre-kindergarten through twelfth grade and beyond. The focus of career education should be the world of work and how entry into that world is effected. Career education should result in a kind of "industrial intelligence" for each student. Career development should be seen as the total sequence of experiences that lead to the choice of an educational field as it is related to the world of work, and as it is directly related to entry in the that world.

The Council pledges itself to working with the Board of Education and the Division of Career and Continuing Education in particular, to develop a more workable delivery system of vocational technical education and training for the citizens of the District of Columbia.

In these years of austerity, the Council recognizes the importance of seeking additional resources and funds to keep vocational education alive and well for students seeking a better future.

RESPONSES TO RECOMMENDATIONS OF THE D.C. ADVISORY COUNCIL ON VOCATIONAL EDUCATION'S 11th ANNUAL REPORT

Recommendation I - "The Council recommends a closer working relationship with agencies to acquaint them with current and proposed CETA initiatives, programs and legislation. Further, it is recommended that a series of workshops be held with District and Metropolitan Washington agencies and institutions to inform them of existing state plans, regulations, programs and resources which will benefit the unemployed and underemployed in the metropolitan area."

Response I - Plans are currently being developed for a series of workshops to be conducted by the University of the District of Columbia to inform the District and Metropolitan Washington agencies and institutions of vocational education and CETA programs, policies and procedures. The workshops will promote linkages between vocational education and CETA programs.

Recommendation II - "The Board of Education should vigorously strive to make the career cluster program a "working" concept rather than a paper concept. The cluster concept should be expanded to include all phases of orientation as it relates to a particular vocation."

Response II - The Board of Education is supporting the efforts of the Administration to provide remodeling facilities with new materials and equipment to fully implement the career cluster concept. When the modernization is completed the array of career clusters will be available to students.

Recommendation III - "The Board of Education through the Division of Career and Continuing Education should establish linkages with the Board of Trade with the specific purpose of familiarizing the students with industry, its workings, needs, demands and opportunities."

Response III - Traditionally, the Public Schools of the District of Columbia and the Division of Career Development Programs have established and maintained linkages with the Board of Trade for the specific purpose of familiarizing the students with industry and in security placement opportunities for program completers. The Board of Trade is a strong, active supporter of the public schools programs.

I

Recommendation IV - "The Board of Education should encourage and support the initiation of an "Annual Industry Dinner". The purpose of the dinner would be to provide the opportunity for administrators, teachers, guidance counselors and students to discuss with industry its latest technology, job opportunities and areas of future trends and occupational demands."

Response IV - The initiation of an "Annual Industry Dinner" is an excellent idea for the promotion of vocational programs and services and securing the support of industry. The Board and Administration will explore the logistics of implementing the idea. Factors such as securing funding to defray cost must be thoroughly investigated.

Recommendation V - "The Board of Education through the Division of Career and Continuing Education should encourage a closer tie-in between placement counselors and industry. Placement Counselors need to convince employers that the career centers do not teach "machines" but concepts which are transferable to any industry's machines and/or equipment."

Response V - The Board of Education concurs with the recommendation and urges the administration to support the recommendation through its counselor involvement with the business and industrial community.

Recommendation VI - " The Board of Education should seek to make all schools accessible for handicapped students. This is crucial in cases where handicapped students are mainstreamed in a regular academic setting.

Response VI - All school renovations and new construction must provide accessibility for handicapped persons. Plans for renovating the career centers and schools fully meet the requirements of 504 legislation for accessibility.

Recommendation VII - "The Board of Education in conjunction with CETA and community based organizations should encourage the D. C. Employment Service to revamp its referral system. Based on the procedures currently in use, many disadvantaged persons never get into training programs or the waiting time discourages many who desperately need the opportunity.

It is strongly encouraged that the recruitment of students for CETA and other community based organizations be given to the administrators in the various programs."

Response VII - The Board of Education concurs with the recommendation; however, the Council might find the Employment and Training Services Advisory Council helpful in effecting the suggested changes in the recruitment system for CETA. The ETSAC is the official state advisory organization to the Mayor for CETA.

Recommendation VIII - "The Board of Education should work to strengthen the quality of programs and draw attention to the real need for providing basic academics, fundamental skills, training and work readiness for students entering the world of work. Math and science should be encouraged for all students in preparation for new and upcoming careers."

Response VIII - The Compentency-Based Curriculum Program approved by the Board of Education is currently being implemented system-wide. It fully addresses the needs and concerns expressed in recommendation VIII.

Recommendation IX - "The Board of Education in conjunction with the Council should seek funds to develop a realistic appraisal of the occupational demands in the metropolitan area for the next 5-10 years."

Response IX - The Division of Labor Market Information, Research and Analysis, Office of Management Information and Data Systems, District of Columbia Department of Employment Services, provide adequate information about occupational demands. The agency publishes adequate information on a regular basis.

Recommendation X - "The Board of Education should designate energy education as top priority, and support the enactment of District and Federal legislation that would increase support for energy related vocational education. A curriculum for solar energy and home insulation should be developed and incorporated into the General and Vocational Education curriculum. Brochures and flyers on these areas should be distributed in all schools so that students are apprised of these areas."

Response X - The Board of Education views the recommendation as a challenge to supporting a national priority which encourages administration in the development and implementation of training for new and emerging occupations.

Recommendation XI - "The Board of Education should study the feasibility of reopening the industrial arts shops. Consideration should be given to utilizing the equipment by providing an evening program for dropouts to receive training in home repairs, building renovations, etc."

Response XI - The Board of Education has received from the administration a list of industrial arts shops that are currently out of operation. A review of the shops is in progress to determine the reasons for closing the shops. It is anticipated that wherever feasible shops will be reopened to provide the kinds of activities recommended.

Recommendation XII - "The Board of Education should initiate an extensive outreach program to provide counseling to teenagers on careers. This could be an initial step in removing the stigma of sex stereotyping."

Response XII - The Division of Career Development Programs has requested additional resources under new and improved services to provide expanded guidance and counseling for students. The limitations and constraints on the total District of Columbia Public Schools budget will determine whether this recommendation can be implemented in the near future.

Recommendation XIII - "The Board of Education should investigate the method by which students are being trained in pre-apprenticeship trades. A linkage with the unions and the Board of Trade should be established in an effort to get more students into areas of the unions that have been hard to penetrate through the years."

Response XIII - New and improved strategies are being utilized for getting students in union apprenticeship programs. An effective program that is currently in operation is the District of Columbia Pre-Apprenticeship Pilot Project jointly sponsored by the District of Columbia Department of General Services and the Public Schools of the District of Columbia. Significant accomplishments are being realized in getting minority youth in union apprenticeship programs.

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Recommendation XIV - "The Board of Education should endorse the concept of specific certification for professional vocational educators and encourage support for certification renewal programs designed to update technical and professional skills."

Response XIV - Certification standards are available for all vocational education personnel. In certifying personnel for vocational education programs, consideration is given to technical and professional skills acquired through work experiences in reputable business and industry operations. Professional preparation in colleges and universities is credited towards recertification requirements.

Recommendation XV - "The Board of Education should encourage pre-service and in-service programs to prepare vocational education teachers to provide relevant instruction about the free enterprise system and the role of the individual in both entrepreneurial and wage earnings occupations."

Response XV - The Board of Education supports pre-service and in-service programs of the University of the District of Columbia and the public school system for the development of relevant instruction in broad area of vocational technical and consumer education. The Public Schools of the District of Columbia conducts a highly structured, well organized staff development program for all administrative, supervisory, and instructional personnel.

Recommendation XVI - "The Board of Education should establish a comprehensive education program and special counseling in the schools to make males and females aware of non-traditional jobs and the need for preparation and training."

Response XVI - The Career Planning and Placement Program conducted by the Division of Career Development Programs provides special counseling to make all students aware of non-traditional jobs and the need for preparation and training.

Recommendation XVII - "The Board of Education should investigate the possibility of providing career education and awareness at the elementary level. This is essential in establishing quality vocational and career education programs for youth."

Response XVII - The recommendation is being referred to the administration to determine the feasibility of implementation. Personnel and non-personnel costs must be determined.

Recommendation XVIII - "The Board of Education should establish a system whereby dropouts can be identified at an early stage and then provide the kinds of programs that can equip them with obtaining a marketable skill."

Response XVIII - The Title I Program which has been in operation in the school system for a number of years has a primary objective of identifying potential dropouts and encouraging them to pursue basic education and career preparation to prepare them for contributing citizenship.

Recommendation XIX - "The Board of Education should encourage the promotion of research efforts to ascertain appropriate criteria for documenting the effectiveness of secondary and post-secondary vocational education programs."

Response XIX - The recommendation is being referred to the Division of Research, Planning and Evaluation for implementation.

Recommendation XX - "The Board of Education should seek to provide information on the career centers to private and parochial schools in a more timely and orderly manner."

Response XX - Information about the career centers is disseminated most effectively to the community. Public service announcements on radio and television stations are utilized to inform the public of the programs offered at the centers. Professionally developed brochures are widely distributed to keep the citizenry informed concerning career center programs and to enable individuals to select programs of their choice.

Recommendation XXI - "The Board of Education should seek ways to help the schools and programs to avoid duplication of services to allow more money to be transferred to programs that have demonstrated effectiveness and are productive."

Response XXI - The Board of Education through the Administration provides coordination of programs and services as a means of preventing duplication of effort. Programs are funded in accordance with priorities to serve students.

Recommendation XXII - "The Board of Education should determine to what extent industry is involved in providing input in curriculum design and provide an avenue for this cooperative effort. Industry should be asked to provide data on the "tools of the trade" as a part of the curriculum design."

Response XXII - Industry makes input into vocational education curriculum design through advisory committees, trade standards and material, equipment and faculty specification.

Recommendation XXIII - "The Board of Education should work to ensure the extension of the Revenue Act of 1978 (Targeted Jobs Tax Credit) due to expire in December 1980. This program has been a positive incentive for employers to hire cooperative education students, and is beneficial to students, employers, vocational educators as well as the economy."

Response XXIII - Recommendation XXII for Board action to ensure the extension of the Revenue Act was submitted after the expiration date of the Act.

Recommendation XXIV - "The Board of Education should constantly research future job possibilities and additional resources to implement course offerings in these areas."

Response XXIV - The Board of Education through the Administration continuously seeks new and emerging occupational areas for employment opportunities as well as resources to provide training for placement in new and emerging jobs and careers.

Recommendation XXV - "The Board of Education should carefully evaluate the design of the new Special Education Vocational Education Center to determine what specific needs the center will speak to and see that the goals and objectives are met."

Response XXV - All Capital Projects of the Public Schools of the District of Columbia are approved by the Board of Education. The projects are monitored by the Board from the concept design stage through the completion of the construction.

II. ACTIVITIES OF THE COUNCIL

In fulfillment of part of its mandate, the Council held the following meetings:

August 28, 1980	Swearing In, Orientation & Election Dinner Meeting, Adams Rib Restaurant
October 30, 1980	Martin Luther King, Jr. Library
November 20, 1980	Metro Center Building
March 26, 1981	Martin Luther King, Jr. Library
April 30, 1981	D. C. Advisory Council's Office
June 11-12, 1981	Public Meeting, M. M. Washington Career Center

During F. Y. 1981, the Council concentrated on finding new ways to increase its effectiveness. Council members and staff were able to broaden their scope through participation in conferences and seminars both locally and nationally. The Council was represented at the following out-of-state conferences:

- In-Service Training Meeting for Executive Directors
- S.A.C.V.E. Southern Regional Meeting
- Division of State Vocational Program Operations-Eastern Branch
- Region I A.V.A. Fall Conference, 1980
- 74th Annual A.V.A. Convention
- National Conference on CETA/Vocational Education
- Region I A.V.A. Spring Conference
- National Association of Vocational Technical Education Communicators
- NACVE/SACVE Joint Conference
- National Association of Executive Directors/SACVE Meeting
- Southern Region Conference, National Association of Executive Directors/State Advisory Councils on Vocational Education
- Fall Conference of State Vocational Administrators, Planners, Evaluators and State Advisory Councils
- Region I A.V.A. Fall Conference, 1981
- 75th Annual A.V.A. Convention

The Council Chairman and Chairman of the Public and Legislative Affairs Committee served as panelists and facilitators at various local and national meetings.

The Council was also represented at meetings of the Board of Education, the State Plan and Employment Training Services Advisory Council.

The staff has participated in numerous meetings in the subject areas of: career and vocational education, sex equity, CETA/ vocational education linkages and special education.

Based on the exposure given various members during the year, the Council through its committee structure has been able to reach many of its goals and establish new goals for the future.

STATE PLAN

The Division of Career Development Programs in cooperation with DCACVE's Committee on State Plan Review is in the process of reviewing the Five Year-State Plan (1983-1987) for submission to the Department of Education. The first draft of the State Plan appears to satisfy the requirements of the Vocational Education Act. However, the Council recommends the following:

- The State Plan should address the procedures used to assure compliance with the allocations of both federal and non-federal resources for programs and training opportunities.
- Several sections of the draft focus on policies for eradicating sex discrimination, yet no meaningful incentives are contained therein to encourage enrollment of both women and men in non-traditional courses of study. The Council recommends that a monetary incentive to achieve this purpose be instituted, thus encouraging enrollment in these non-traditional programs.
- The section in the plan describing activities under Interdisciplinary Cooperative Education Programs fails to consider the statutory priorities of youth unemployment and high school dropouts. It appears that the cooperative program is available to all vocational students with no distinction for need. We recommend the integration of the statutory priority factors into the cooperative eligibility criteria.
- The provisions in the plan for outreach to limited English-speaking persons is impressive. We recommend, however, that these outreach activities, specifically the publishing of announcements, be conducted in the native tongue of the community of limited English language speakers.
- The format of the Plan is good but does not provide enough information for educational program priorities to be

identified. The addition of an overview or a summary of all program enrollment levels for the past and current year, and projected levels for the five(5) year period of the plan would be sufficient. This should be constructed with enough detail to allow individuals to make determination of the levels of training that will be added or reduced during the future years.

- Finally, it is recommended that the accountability report and Five Year Plan follow the some order for program information. If organized in the same order, the review and discussion can be accomplished more effectively.

III. PROGRAM ACCOUNTABILITY AND EFFECTIVENESS

2. Evaluation

The D. C. State Advisory Council (DCACVE) participated in the annual on-site evaluation of the six (6) career centers.

Many of the career centers expressed common concerns as it relates to hindrances in performance of their duties. It should be noted that three (3) of the career centers are undergoing complete renovations and have been relocated. Upon completion of the renovations, it is hoped that many of the deficiencies now cited will be alleviated.

Many programs in science, math and reading lack sufficient personnel to adequately service students needing this assistance. The lack of equipment, supplies, repairs for equipment and additional staff pose real problems for administrators based on the budget cuts and reduction in personnel.

Many programs at the career centers continue to excel despite monetary and personnel difficulties. It should be noted that one (1) of the centers continues to have a high placement rate both with its graduates and students placed in on-the-job training slots.

Through on-site visits to the career centers, the Council is able to gain an invaluable insight as to what is needed in the centers, barriers to student progress and how the Council can assist in effectuating needed change.

In the 1982 Recommendations, the Council will address many of the needs of the career centers and will work closely with the Division of Career and Continuing Education to see that all goals are met.

The Evaluation Committee is engaged in a two (2) year evaluation of the career centers. During Fiscal Year 1981, the Committee proposes to do an indepth evaluation of all career centers. This evaluation will focus on eight(8) major program areas:

- Business and Office Education
- Distributive Education
- Health Occupation Education
- Trade and Industrial Education
- Interdisciplinary Cooperative Education Program
- Consumer and Homemaking Occupations
- Agriculture Education
- Administration of Centers Program (Principals)

The criteria for evaluation will be based on the quantity of services assessed through pupil enrollment and number of classroom units; the quality of services based on the instructions received, equipment, facilities, placement and drop-out rate; and the involvement of employers, administrators, teachers and counselors.

This evaluation will be conducted by DCACVE members, staff from the department of Career Development and potential employers from various companies.

DISTRIBUTION OF FUNDS

During F.Y. 1981, 81% of Vocational Education funds was allocated in the following area: Vocational Education Programs 24%, Handicapped 9%, Disadvantaged 17%, LESA 1%, Postsecondary/Adult 15%, Sex Bias 3%, Displaced Homemakers 1%, and State Administration 11%; 19% of Vocational Education funds was allocated in the following areas: State Administration 2%, Vocational Guidance 6%, RCU 8%, and Vocational Guidance for the Disadvantaged 3%.

Chart I compares the actual distribution of F.Y. 1980 funds with the projected distribution of funds for F.Y. 1981. (Graphs that show Federal Vocational Allocations by Program and Federal Vocational Expenditures by Program can be found in the appendices).

Chart I

Category	F.Y. 1980 (Actual)	F.Y. 1981 (Projected)
Subpart II		
Vocational Education Programs	$316,262	$407,614
Handicapped	166,228	169,800
Disadvantaged	299,357	295,693
LESA	10,000	10,000
Postsecondary/Adult	232,003	254.700
Sex Bias	50,000	51,000
Displaced Homemakers	3,134	10,000
State Administration	170,184	186,938
Subpart III		
State Administration	42,546	35,091
Vocational Guidance	204,355	95,380
RCU	52,557	130,322
Vocational Guidance for the Disadvantaged	-0-	51,466
Total Basic Grant	$ 1,546,741	$ 1,698,004

V. STATE AGENCIES

Public Law 94-482, the Vocational Education Amendments of 1976, mandates coordination between the State Advisory Council on Vocational Education, Local Advisory Council (L.A.C.), State Occupational Information Coordinating Committee (S.O.I.C.C.), and the Employment and Training Services Advisory Council (E.T.S.A.C.), in order to avoid duplication of effort and to encourage the most effective utilization of existing resources.

A brief description of the information concerning the cooperative efforts is provided below.

1. District of Columbia Local Advisory Council on Vocational Education (L.A.C.)

The District of Columbia Local Advisory Council on Vocational Education continues to function as mandated by the Vocational Education Act of 1976, P. L. 94-482. Current membership is composed of representatives of the general public, business industry and labor. Its activities for F.Y.'81 were geared toward providing information to students, teachers, counselors and administrators about current job needs and the relevancy of current courses and programs being offered by the career centers to meet such job needs.

During F.Y. '81, the Council met on a monthly basis and visited the various career centers; reviewed the Annual State Plan and Accountability Report; and made a presentation before the Board of Education on the content of the document. Additionally, members of the Council provided assistance in:

- the evaluation of current vocational programs and services
- the review of current status of vocational programs and services
- the development of placement opportunities for program completers

Council members participated in the planning and conducting of several programs which focused on:

- current status of vocational education in this community

- program offerings of the career development centers
- job preparation for the future
- new and emerging career options

On several occasions, the above topics were discussed with students at the elementary and junior high school levels.

At the end of the fiscal year, Council members met to plan for an evaluation meeting with the State Director for Vocational Education and members of his staff. The following recommendations were made:

RECOMMENDATION I

"That the business community be solicited to make available their facilities for providing in-house current training for students to aid in their familiarity with the job market".

RECOMMENDATION II

"That a brochure listing services available to the community in the career centers be developed."

RECOMMENDATION III

"That systematic efforts be made to increase the visibility of the Division of Career Development through the media."

RECOMMENDATION IV

"That new job market needs be assessed, while evaluating and analyzing the effectiveness of presently available job training programs with a view towards adjusting the curriculum of career education programs and establishing linkages between the business community and the schools, hence targeting more opportunities for our students."

RECOMMENDATION V

"That various financial acquisition alternatives be examined for cost savings in order to provide a strategy to keep the training of students up to date."

These recommendations were accepted by the State Director for Vocational Education and the Council received his pledge of active support to address each of the recommendations.

The State Advisory Council on Vocational Education has continued to be supportive of the efforts of the local council. The relationship between the two councils is extremely good and technical assistance and other supportive services are always available.

EMPLOYMENT TRAINING SERVICE ADVISORY COUNCIL
(ETSAC)

The ETSAC's mandate is to advise and make recommendations to the Mayor on employment, training, and supportive service needs of the District of Columbia.

The ETSAÇ council meets bi-monthly and its three standing committees (Planning, Evaluation and Monitoring, and Youth) hold monthly meetings.

The ETSAC activities during 1981 included the following significant activities:

- Sponsored a one-day CETA planning symposium that focused on:
    - Successful Employment and Training Program concepts and results
    - Assessment and Design of Program for Special Target Groups
    - The CETA Recruitment, Referral and EDP Procedure
    - Youth Programs
- Presented recommendations to the mayor for future employment and training plans for the District of Columbia. Recommendations for education related linkages and programs were presented in testimony before the DCACVE. Those recommendations to the DCACVE are included in their Recommendations for 1982.
- Undertook a number of activities to coordinate other agency services and initiatives with the employment and training services. Among those coordinative linkages established were conferences and joint effort work plans with the Office of Business and Economic Development, the State Occupational Information Coordinating Committees and the Metropolitan Washington Council of Government.
- Worked cooperatively with the city planners, economists and program staff to prepare study on the impact of the reduction of federal funds on the employment, training and supportive services in the District of Columbia. Also, prepared preliminary policy position of the District and the Region on the design of future employment and training programs to be recommended to the Congress during the development of legislation for CETA reauthorization in 1982.

Other objectives of ETSAC were to:

- Reduce basic clerical training purchased through CETA and coordinate entry of clerical trainees in D. C. Public Schools training programs.
- Increase the service level of English-as a Second Language (ESL) programs. Develop and test an English for Special Purpose (ESP) program. Involve those agencies serving immigrants, aliens and refugees in the development of curriculum of non-English speaking clients.
- Eliminate job placement requirements and standards in CETA work experience programs for in-school youths. Develop other measures to evaluate program performance and the in-school participant's progression in work experience, career development or career exposure programs.
- Develop linkages with the D. C. Public Schools, community colleges, universities to render technical assistance to D.O.E.S., in monitoring/reviewing classroom and vocational training activities, institutional programs and curriculums at the CETA subgrantee levels. Arrange to have in-school youth participants tested (GATB, BOLT) during early and completion stages of assignment to the work experience (CETA) and career development (DCPS) programs.

DISTRICT OF COLUMBIA OCCUPATIONAL INFORMATION COORDINATING COMMITTEE (DCOICC)

DCOICC's primary function is to develop and improve occupational information, provide descriptive information that represents the occupational trends, and supply occupational development information to all interested persons or organizations.

During F.Y. 1981 the DCOICC experienced great success with the following programs:

- Workshops for Special Groups including-
    - users of occupational information
    - workers with retarded individuals
    - career decisions at junior high schools
    - Prometheans Career Fair
    - Public School Counselors
    - Vocational Education (ETSAC)
    - Regional Conferences
- Publication Distribution including
    - regular labor market information publications
    - special publications on careers for youth
    - cooperation with Volunteer Service Bureau
- Development of a relationship for a combination career information, education information computerized network for schools

One of the major projects during this year for DCOICC was an evaluation of the present products of DCOICC. This evaluation will be an ongoing one from an internal basis, and provisions have been made to have an external evaluation. This evaluation will be directed by representatives from the Post-Secondary Education Council, Employment Training Services Advisory Council, Vocational Education Advisory Council, and the Work Education Council.

VI. COMMUNITY INVOLVEMENT

1. Public Hearing

The D. C. Advisory Council on Vocational Education (.D.C.A.C.V.E.) responsibility regarding public meetings at which the public is accorded an opportunity to express views concerning the vocational education programs of the District, was fulfilled through sponsorship of advertised public meetings.

The Council's public hearing was held on June 11 and 12, 1981 at the M. M. Washington Career Center.

The following synopsis includes some of the significant recommendations and comments made at the hearing:

1. Additional funds are needed to include new and emerging occupations in the school program, in order that the students will be able to compete in the world of work.

   Funds are also needed to strengthen existing programs and expand services to meet the needs of students.

2. The Council was asked to recommend to the School Board that commercial dietetics be considered as a new field to be introduced in the career center's program.

3. A sincere effort should be made to have local businesses, CETA and unions support the career center programs. It was felt that this would allow many students to get "hands on" experience as well as receive immediate employment upon graduation.

4. Distributive Education should remain in the junior high schools as a means of introducing job finding techniques, establishing working relationships with others and providing an awareness of the marketing and business opportunities. Additional funds are needed to expose students at the junior high schools, senior high schools and career centers to the many facets of Marketing and Distributive Education.

5. CETA linkages with schools, community and business are necessary if business and industry demands are to be met. Only through coordination and cooperation will enough skilled workers be available for the existing and future occupations.

6. The effect of the budget cuts in the CETA program will severely hamper work experience programs, youth programs, skills training programs, and adult education programs which, to date, have assisted in meeting the job demands of both the government and private sector.

7. A joint program be undertaken by Department of Labor Services and D. C. Advisory Council on Vocational Education to provide orientation to counselors on the labor market structure and the skill requirements necessary to enter the higher demand occupations.

8. Training for non-traditional jobs for women should be broadened and offered in more career centers and job training programs.

9. An extensive effort to recruit, train and employ handicapped persons in various programs and agencies is needed. Further, equal training and mainstreaming into regular academic setting for the handicapped must be dealt with immediately.

10. Some effort should be made to initiate a parent network whereby parents become more involved in the programs of the schools, to serve as advisors, solicit equipment, supplies, etc., that are not always available through the regular school budget.

11. School programs should incorporate field trips into the curriculum in order that the students can be kept aware of new technological changes in various occupations.

12. Emphasis on communication skills is crucial to the student's preparation for the world of work. Many times students possess the skills but cannot effectively communicate with co-workers, supervisors, etc. A basic English course should be mandatory, particularly for the business education students.

VI. 2. SCHOOL BOARD TESTIMONY

The Council Chairperson and Chairman of the Needs Assessment Committee presented testimony before the Board of Education during F. Y. 1981 on "1980-81-82 State Plan/Accountability Report" and the "Increase in Carnegie Units Required for Graduation from the Career Development Centers".

In the case of the State Plan/Accountability Report, the Council found the report to be valid and appropriate, however, eleven (11) recommendations were made relative to strengthening the Plan.

The Council endorsed the increase proposed in carnegie units, but suggested the units be the same both for the high schools and career centers. The Board of Education and the School Administration were asked to consider other points regarding the units which might pose problems for career centers with two (2) year programs.

The D. C. Advisory Council on Vocational Education (D.C.A.C.V.E.) welcomes the opportunity to work with the Board of Education and has offered its services with respect to improving the programs offered in the career development centers.

VI. 3. WORKSHOP / SEMINAR

The D. C. Advisory Council on Vocational Education (D.C.A.C.V.E.) sponsored a workshop and seminar during the year.

The Council's workshop was held jointly with the University of the District of Columbia for junior and senior high school counselors.

The two (2) day workshop on "Innovative Approaches and Linkages to Providing Counseling, Guidance and Placement Services for the Youth of the 80's and 90's," featured persons from the local C.E.T.A. agency, school administrators, D. C. Employment Services Agency, S.O.I.C.C., Private Industry Council (P.I.C.), representatives both from the Federal and local governments and private industry.

Dr. Alfred Pasteur, Professor of Guidance and Counseling of Hunter College, New York City, was the main presenter and provided a highly motivational session covering topics on: orientation to the world of work, life coping skills, academic and attitudinal preparation, employability skills and job preparation.

The second day session which addressed "Resources and Supportive Services for the 80's and 90's," provided the counselors a wealth of information on "tie-ins" with CETA, businesses and the community to support career awareness programs, academic and skills training courses. Ideas for developing in-kind support for school programs which is essential in preparing youth for the world of work were given by local businesses.

The counselors in a "Face the Experts" session were provided the opportunity to talk with and ask questions of businessmen in the fields of: Office Practices, Health Occupations, Banking and Hotel Industry.

Evaluations received from the counselors at the conclusion of the workshop were very beneficial, and provided pertinent and resourceful information directly related to their field. The Council has been requested to repeat this workshop next year and include counselors and placement personnel from the elementary, junior and senior high schools.

A seminar sponsored by D.C.A.C.V.E. was held at the Annual Convention of the American Vocational Association on December 4, 1981, Atlanta, Georgia.

The seminar entitled, "Vocational Education and the Disadvantaged in the 21st-Century..Retreat or Advance," featured the Honorable Julian Bond, State Senator of Georgia as guest speaker and Dr. Alfred Pasteur, Hunter College, New York City as the main presenter.

Seminar topics included: Effects of Budget Cuts on Vocational Education, Vocational Education and the Disadvantaged, Role of Administrators, Teachers, Counselors in the 21st Century, Career and Occupational Training for the 21st Century and Employment Services for the 21st Century.

The seminar was well attended, highly received and evoked very positive comments from participants both verbally and on the evaluation forms received at the conclusion of the seminar.

The Council was also praised for the caliber of speakers featured at the seminar.

The Council has been greatly encouraged by the results from both the workshop and seminar, and plans to broaden the scope of the workshop and seminar in order to include persons who are non-educators but work closely with the system to produce the best qualified student who can compete in today's marketplace.

VII. 1982 RECOMMENDATIONS

The task of reviewing the activities and efforts in vocational, technical and career education is an on-going process. In the course of its review, the District of Columbia Advisory Council on Vocational Education (D.C.A.C.V.E.) has observed many admirable activities as well as others that need additional attention and support. The following recommendations are presented by the Council to assist the Board of Education and the State Director, Division of Career Development Programs, in their efforts to develop a more workable delivery system of vocational/technical education and training for the citizens of the District of Columbia. The observations and recommendations contain the opinions of members of the Council and reflect their varying interests and backgrounds.

A major thrust in vocational/technical education has occurred during the past decade. Continuing inflation imposes a burden on the administration to keep pace with escalating costs for instruction, maintenance of facilities, and support services. The District of Columbia Advisory Council pledges itself to assist the Board of Education in seeking revenues, in-kind donations and other support services which will allow the students in the career development centers to reach their maximum potential.

The following recommendations are offered with the hope that an even higher quality vocational education program can be a reality in Fiscal Year 1982.

Recommendation 1

The Council recommends that the Division of Career Development establish a uniform system of ordering supplies and equipment prior to the ensuing school year, and that no later than three(3) weeks following the opening of schools, the supplies and equipment can be in place for the teachers.

Recommendation 2

Renovations now in progress at the career centers be constantly reviewed to ensure timely completion.

Recommendation 3

Funds be sought either through re-programming or in-kind donations from businesses to provide the latest equipment for programs in order to maintain the pace of today's technology.

Recommendation 4

School administrators constantly work with the instructional staff to establish the needed "planning time" to analyze, prepare and make sound recommendations to improve their particular field of study and/or department.

Recommendation 5

Career Development Centers increase their public relations efforts to provide either a newsletter or representatives from each of the centers to speak at community meetings to discuss the services of the schools that would benefit the community.

It is felt that more community support could be obtained if the community could be made aware of the school's services and programs.

Recommendation 6

Administrators from the various centers meet on a monthly basis to discuss common concerns and develop uniform procedures that can be used to handle problems such as, poor attendance, handling of potential dropouts, remedial programs, staff evaluations and curriculum.

Recommendation 7

A volunteer program be instituted by the Board to provide the schools with additional counselors.

It is understood that these volunteers would have to come from the retired counselors in the system or persons in the community who have had experience in this area. It was found that some career centers have only one(1) counselor for the entire student population. This we know, prevents many students from receiving the needed counseling to assist them in making proper career choices or making the proper adjustments socially.

Recommendation 8

A systematic scheduling be made of special education students to the career centers in order that they might have the opportunity to enter trades of their choice.

Recommendation 9

The Board of Education, through the Division of Career Development Programs, should encourage postsecondary institutions to submit proposals for expanding the delivery of services in vocational/technical education at the postsecondary level. Health occupations, electronics, oceanography, environmental science, and energy-related programs should be included in proposals to meet the postsecondary vocational education goals established by the Education Amendments of 1976.

Recommendation 10

The Board of Education, through the Division of Career Development Programs, should strengthen its efforts to involve the nearby Northern Virginia and Maryland suburbs in planning for education and training to meet regional employment needs.

Recommendation 11

The Board of Education through the Division of Career Development should seek to implement employability skills programs in all occupational areas with emphasis on work attitudes, work habits, work ethics, and basic skills.

Recommendation 12

The Board of Education should seek funds or resources to establish meaningful remedial programs in Math, Reading and Science at each career center. It was noted that remediation in these subject areas is provided to a minimal degree and for the most part, entails having the student eliminate a class to take advantage of the remedial program.

The Division of Career Development should assist in this effort by encouraging team teaching instruction that involves vocational and academic teachers working together in the teaching of basic skills to 11th and 12th grade vocational education students.

Recommendation 13

The Board of Education through the Division of Career Development should place increased emphasis on eliminating sex bias, sex stereotyping and sex discrimination. Further, the centers should emphasize the training and employment potential of males and females in nontraditional programs.

Recommendation 14

The Board of Education should endorse the concept of specific certification for professional vocational educators and encourage support for certification renewal programs designed to update technical and professional skills.

The Board of Education should encourage pre-service and in-service programs to prepare vocational education teachers to provide relevant instruction about the free enterprise system and the role of the individual in both entrepreneurial and wage earnings occupations.

Recommendation 15

The Board of Education should determine to what extent industry is involved in providing input in curriculum design and provide an avenue for this cooperative effort. Industry should be asked to provide data on the "tools of the trade" as a part of the curriculum design.

APPENDICES

Chart II

Federal Vocational Expenditures by Program

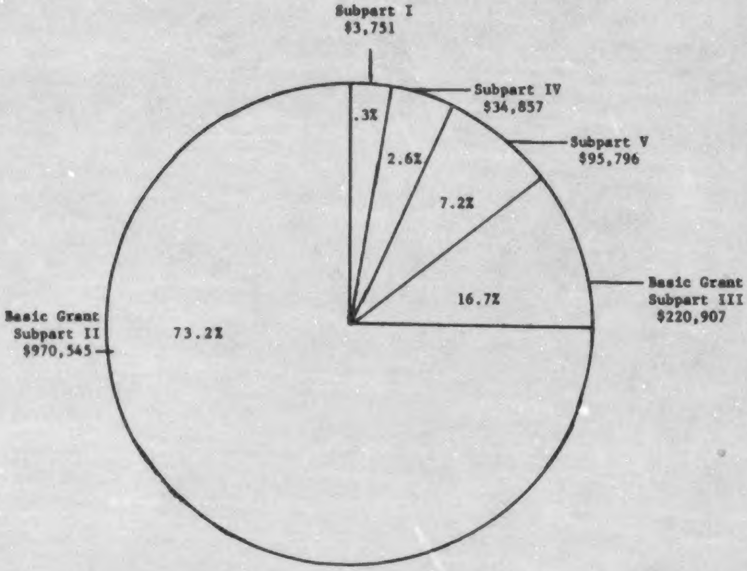

Chart III

Federal Vocational Allocations by Program for F. Y. 1981

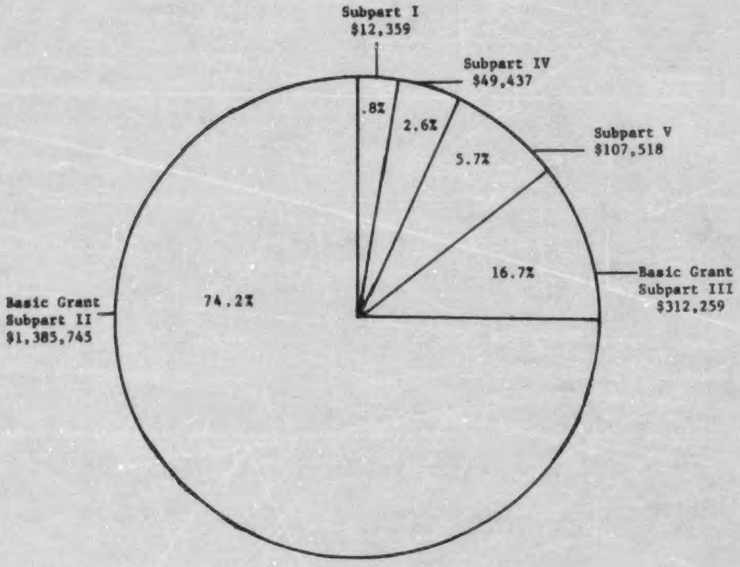

Table 1

EMPLOYMENT BY INDUSTRY
DISTRICT OF COLUMBIA, SUBURBAN RING, AND WASHINGTON METROPOLITAN AREA
1976 AND PROJECTIONS FOR 1981 AND 1982
(In Thousands)

	District of Columbia			Suburban Ring			Metropolitan Area		
	1976	1981	1982	1976	1981	1982	1976	1981	1982
TOTAL, ALL INDUSTRIES	575.7	620.8	625.8	785.3	954.1	991.9	1361.0	1574.9	1617.7
Mining	*	*	*	0.6	0.6	0.6	0.6	0.7	0.7
Construction	17.4	12.9	13.0	51.1	63.4	64.9	68.5	76.3	77.9
Manufacturing	15.2	15.4	15.5	34.1	42.7	44.4	49.3	58.1	59.9
Transportation, Communications, and Public Utilities	29.1	32.8	33.1	37.0	45.0	47.0	66.1	77.8	80.1
Trade	63.9	66.4	66.9	196.5	243.2	252.5	260.4	309.6	319.4
Wholesale	13.0	13.4	13.5	30.4	40.2	42.1	43.4	53.6	55.6
Retail	51.0	52.9	53.3	166.0	203.1	210.5	217.0	256.0	263.8
Finance, Insurance, and Real Estate	33.4	40.1	40.4	48.6	59.1	62.2	82.0	99.2	102.6
Services	167.3	201.9	203.6	244.7	303.6	320.7	412.0	505.5	524.3
Government	249.3	251.3	253.3	172.7	196.4	199.5	422.0	447.7	452.8
Federal	223.6	224.3	226.1	126.8	145.0	146.6	352.4	369.3	372.7
State and Local	25.7	27.0	27.2	43.9	51.4	52.9	69.6	78.4	80.1

*Less than 100

NOTE: Detail may not add to totals due to independent rounding.

Source: D.C. Department of Employment Services, Division of Labor Market Information, Research and Anlaysis.

Table 2

OCCUPATIONAL EMPLOYMENT
DISTRICT OF COLUMBIA, SUBURBAN RING, AND WASHINGTON METROPOLITAN AREA
1976 AND PROJECTIONS FOR 1981 AND 1982
(In Thousands)

	District of Columbia			Suburban Ring			Metropolitan Area		
	1976	1981	1982	1976	1981	1982	1976	1981	1982
TOTAL, ALL OCCUPATIONS	575.7	620.8	625.8	785.3	954.1	991.9	1361.0	1574.9	1617.7
Professional, Technical, and Kindred Workers	150.3	163.8	165.2	187.4	224.0	236.6	337.7	387.8	397.8
Managers and Officials	56.8	61.9	62.4	76.8	93.6	97.5	133.6	155.5	159.9
Sales Workers	16.5	17.6	17.8	54.1	70.3	73.6	70.6	87.9	91.4
Clerical Workers	184.7	199.2	200.8	178.3	219.7	229.3	363.0	418.9	430.1
Craft and Kindred Workers	42.0	42.5	42.8	75.6	93.2	96.5	117.6	135.7	139.3
Operatives	22.5	24.4	24.6	49.2	59.4	61.6	71.7	83.8	86.2
Service Workers	82.7	91.9	92.7	121.6	141.7	146.8	204.3	233.6	239.5
Laborers, excluding Farm	20.2	19.6	19.7	42.3	52.0	53.7	62.5	71.6	73.4

NOTE: Detail may not add to totals due to independent rounding.

Source: D.C. Department of Employment Services, Division of Labor Market Information, Research, and Analysis.

DISTRICT OF COLUMBIA
ADVISORY COUNCIL ON VOCATIONAL EDUCATION

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Ms. Pearl Sandifer

Vice Chairperson

Mr. William B. Scott

Treasurer

Ms. Azalee Harrison

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Executive Director

Dr. Brenda Belton-Holmes

Assistant Director

Ms. Nansie S. Word

Administrative Assistant

Ms. Myrtle E. Terrell

Mr. DYMALLY. When was the last annual report filed?

Miss SANDIFER. It was filed in December 1981.

Mr. DYMALLY. What were the principal recommendations?

Miss SANDIFER. We have about 15 principle recommendations. We liked the idea of coordination of career development and eliminating sex bias, sex stereotyping, and sex discrimination. We want to get rid of the traditional roles for females and want to do cross-training in all vocational careers.

Mr. DYMALLY. Off the top of your head, Miss Sandifer, can you give me some idea of the backgrounds of some of your members—what industries and professions they represent?

Miss SANDIFER. We have people on the council who represent, as you mentioned, labor. We also have people from the school system. We have people from the Manpower Services Advisory Council. That is the labor part. We have students. We also have people who represent non-English speaking—I guess that would be the appropriate designation—peoples.

Mr. DYMALLY. I take it that you hold public meetings with some frequency.

Miss SANDIFER. Yes.

Mr. DYMALLY. What are the recommendations you are making for some immediate changes in the school curriculum, if any, regarding vocational and technical education? Are you making any recommendations?

Miss SANDIFER. No; I do not think we have any direct recommendations for the curriculum. We feel that the curriculum is adequate. It is a matter of how we coordinate the curriculum.

Mr. DYMALLY. We are educating most of our high school students to go to college, if not all of them, based on the curriculums we have in our high school systems now. We make the assumption that everyone will end up going to college. Do you see down the road at some time some decision in the junior or senior year which means that they will not go to college, that is, beginning to look at technical training as an option?

Miss SANDIFER. Yes; as I stated in my statement concerning prekindergarten, we feel that this should be an across-the-board retraining. We tend to think, as most people do, that we are training all of our students to go to college. We are not. That is, we are not training them to go to an academic school.

We need to train our students for skills and for the new technologies.

Mr. DYMALLY. For a long time, the words "vocational education" had a negative connotation in minority communities. Do you think the time has come for us to abandon the words and call it technical education so that we eliminate the stereotype that all minority children are carving elephant heads, when in fact we are dealing with computers?

Miss SANDIFER. I think that would be an excellent suggestion. We, on the advisory council, ought to see what we can do to increase that opinion. Maybe we need to think about technical rather than vocational education.

D.C. ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Mr. **Dymally**. Please tell me the way your council's members are appointed. How do they get on the council? Can I get on your council? Whom do I have to lobby?

Miss **Sandifer**. Because we do such a good job, there may be some lobbying next year. Recommendations are made by the State board of education. They are then given to the school board of education which passes them on to the administration and to the Federal Department of Education.

Mr. **Dymally**. Does the Mayor make any appointments?

Miss **Sandifer**. No.

Ms. **Belton**. Good morning. I am Brenda Belton, the executive director.

The District is in the posture of having an elected school board. In States where there is an elected school board, they have the job of making recommendations. In States where they are not elected, then the Governor makes the recommendations for the State advisory councils. The Mayor does not have any recommendations, except for the person representing employment, the ETSAC [Employment Training Services Advisory Council] committee, which is responsible to the Mayor by law and sits on the advisory council. The majority does have input through that person.

VOCATIONAL EDUCATION

Mr. **Dymally**. What are you planning to recommend as dramatic and unorthodox to the school system in the next year or so. Is there anything?

Ms. **Belton**. We plan to recommend that they definitely increase the funding for vocational education. One of the concerns which the council strongly feels is that vocational-technical—call it what you will—should be something which every student who finishes a public school experience will have had an opportunity to partake of, even students who are going on to higher education.

We are now living in a society wherein they need to work. If they want to get skills through vocational programs, no matter what they ultimately decide to major in, they can still use the skills to work. We think all of our students need that.

Mr. **Dymally**. Yesterday, the California delegation held a press conference on technology in California. One of the pieces of legislation—I think it has already been introduced—provides tax incentives to companies which give computers free of charge to schools.

A computer company in California has offered to give 75,000 computers to public schools if they can get a tax incentive. That was part of the package. We are hopeful that it will pass and that schools will begin to look at that.

There is some language built in to prevent them from giving obsolete equipment. I hope it is one of the things which will come out of the current session.

Ms. **Belton**. That is wonderful.

Mr. **Dymally**. Thank you very much for your testimony. We are very pleased that you came. You gave good testimony.

I think we will hear UDC [University of the District of Columbia] now. I hope Mr. McKinney will come.

Do you have some other people with you?

Mr. BRACH. Yes, sir.

Mr. DYMALLY. Do you want them to join you?

Mr. BRACH. Yes.

Mr. DYMALLY. Fine. For the record, please identify yourselves so that we will know who you are.

STATEMENT OF PHILIP BRACH, PH. D., DEAN, COLLEGE OF PHYSICAL SCIENCE, ENGINEERING, AND TECHNOLOGY, UNIVERSITY OF THE DISTRICT OF COLUMBIA, ACCOMPANIED BY ANNYE BUCK, PH. D., DEAN, COLLEGE OF LIFE SCIENCES, UDC; AND WILLIAM CRUMP, PH. D., DEAN, COLLEGE OF BUSINESS AND PUBLIC MANAGEMENT, UDC

VOCATIONAL AND TECHNICAL EDUCATION

Mr. BRACH. I am Philip Brach, dean of the college of physical science, engineering, and technology at the University of the District of Columbia. With me, is Dr. Annye Buck, dean of the college of life sciences; and Dr. William Crump, dean of the college of business and public management.

It is my pleasure this morning to present on behalf of our president and executive vice president and the deans of the University of the District of Columbia this statement relative to vocational and technical education.

The opportunity to address the subject of vocational and technical programs in the District of Columbia is truly of great importance to us at the university. We wish, first, to describe the university in general, inasmuch as many are not familiar with it. We will then focus on its vocational and technical programs in some detail.

UNIVERSITY OF THE DISTRICT OF COLUMBIA

The University of the District of Columbia resulted from the evolution and planned consolidation of three public postsecondary institutions which existed prior to 1974. In October 1974, the 93d Congress passed Public Law 93-471 establishing a university board of trustees and authorizing and directing it to consolidate Federal City College, the D.C. Teachers College, and the Washington Technical Institute into a single land-grant university, the University of the District of Columbia. The legislation was reaffirmed and amended by the City Council in November 1975 following the granting of home rule. The first board of trustees was appointed in May 1976.

A predecessor board of higher education had paved the way for consolidation in June 1974, when it brought Federal City College and the D.C. Teachers College under a single administrative support system. Dr. Wendell Russell was installed as president of the merged institutions. He and the president of Washington Technical Institute, Dr. Cleveland Dennard, noted for his work in vocational and technical education, provided initial leadership for consolidation of administrative services which formed the basis for the university administration which became operational on August 1, 1977.

With the appointment of the university's current and first president, Lisle C. Carter, Jr., in August 1977, the university community moved to develop and implement a plan of academic consolidation. By April 1978, the academic consolidation planning process was complete. On May 30, 1978, the university's board of trustees approved the academic consolidation plans. A year and a half later, in December 1979, the university's accreditation was reaffirmed by the Middle States Association.

The university has five programmatic colleges, including: liberal and fine arts; physical science, engineering, and technology; education and human ecology; life science; and business and public management.

The bulk of the vocational and technical programs are located in the college of life science; business and public management; and physical science, engineering, and technology. The University of the District of Columbia is committed to providing quality vocational and technical offerings which recognize and respond to labor market demands for graduates in these career areas. The university believes the presence of these programs enriches the total course offerings and provides the community it serves with a unique opportunity to fulfill higher education goals and blend them successfully with career objectives.

Before giving an overview of the university's technical and vocational programs, there are several general comments which are appropriate. First, the university has clearly indicated its support for the vocational and technical programs over the years and most recently and forcefully in its 5-year master plan for 1980 through 1985.

Ours is one of the few universities in the Nation in which certificate and 2-year programs exist harmoniously with 4-year and graduate degree programs. As stated in the master plan, the coexistence is viewed here as a strength because of UDC's commitment to address the diverse higher education needs of the residents of Washington, D.C. The presence of programs at these levels provides UDC with an opportunity to be creative and innovative in tailoring its programs to meet more specific needs, while providing high quality educational experiences consistent with more traditional practices in higher education.

The university's planning committee, which is currently in operation, has established a task force on 2-year programs. The task force will examine a range of issues relative to strengthening 2-year programs, including overall quality, university requirements, student faculty ratio, and job market placement of graduates.

As one might expect, there are some difficulties related to the maintenance of quality 2-year programs, especially those programs which require special laboratories to provide hands-on experience for our students. For purposes of long-range planning, enrollment volatility has been a challenge in some of our programs. Many students enroll in 2-year programs with the specific intent of taking only one or two courses to acquire new skills or career options. Once they have achieved their limited goal, they leave the institution. The student, so doing, considers his education a success.

On one hand, the university is not satisfied totally that it has given the student all he needs and all the job market demands. On the other hand, a meaningful learning experience has been provided the student. Sooner or later that same drop-out student may return for additional courses and eventually a degree. Yet the very lack of continuity is often worrisome in formulating neat plans for the future of the programs and the institution.

Another major area of concern is the cost of maintaining technical and vocational offerings. They are generally equipment-intensive and, thus, require smaller classes than do lecture courses. Inflationary costs and governmental cuts have substantial impacts on the programs.

With the high market demand for technical skills, the university faculty salary schedules, though not ungenerous, are hard pressed to compete with the wealthier private sector in the compensation of personnel in vocational and technical fields.

Inasmuch as this hearing is convened to address the President's block grant proposals for State funding of vocational and technical programs, we feel prompted to point out here that all such Federal funds flowing to the Nation's capital currently go to the D.C. Board of Education. To address the growing needs of vocational and technical education at the postsecondary level, the university should receive a portion of the funds.

Additionally, the university and the public schools should work together in a partnership addressing the vocational and technical needs of our residents. I would like to add that we are pursuing many specific programs now to do this. I feel there is a very good relationship between the university and the public schools.

It should be noted that the University of the District of Columbia is the only land-grant institution which does not receive State funds to support its vocational and technical programs.

UNIVERSITY OF THE DISTRICT OF COLUMBIA VOCATIONAL AND TECHNICAL PROGRAMS

The following are highlights of the vocational and technical offerings at the University of the District of Columbia.

The College of Business and Public Management offers 2-year programs in the following areas: Accounting technology, computer accounting technology, legal assistant, management technology, personnel management technology, compository technology, and secretarial science. I wish to comment on the fact, not unfamiliar to you, that the advent of computers into the typesetting profession of printed materials has generated the compository technology program, wherein students take courses both in the College of Business and in the College of Physical Science.

Certificate programs are also offered in salesmanship and secretarial science.

Enrollment within the College of Business and Public Management is heavy in the department of secretarial science and the division of business technology. The college has experienced a great deal of success in placing its students with public utilities, corporations, major retail establishments, and law firms.

The College of Physical Science, Engineering, and Technology offers more technical programs than any other college at the university. They include: Aviation maintenance technology, located at

National Airport; architectural engineering technology; chemical technology; civil engineering technology; computer science technology, a very fast growing field; digital and electromechanical systems engineering technology; electrical power systems engineering technology; electronics engineering technology; instrumentation engineering technology; fire science; mechanical engineering technology; physical science; and printing technology.

Certificates are offered in computer operations; radio and television repair; air-conditioning, heating, and refrigeration repair. The highest technology enrollments in this college are found in the departments of aerospace technology, architectural and civil engineering technology, computer science technology, electrical and mechanical engineering technology, and printing technology and management. As you know, Washington produces a lot of paper. There is a lot of opportunity in these areas. The high market demand for the skills acquired in these programs is the primary reason for the high enrollments.

Two-year program offerings in the College of Life Sciences include: Mortuary science, medical radiography, respiratory therapy, biotechnology, air pollution technology, marine science, water quality, food technology, and nursing.

The highest enrollment in the above programs is in nursing. The need for paraprofessionals in the health-related professions is an ever-pressing need in the District of Columbia.

The university is proud of its pioneering efforts, offering a full spectrum of education—professional, vocational, and technical—to satisfy the needs of the District's residents.

We appreciate the opportunity to share with the Committee on the District of Columbia information about our vocational and technical programs. We will respond to any questions you may have at this time.

UNIVERSITY OF THE DISTRICT OF COLUMBIA TEACHER TRAINING PROGRAM

Mr. Dymally. Thank you, Dr. Brach. I am very impressed that the University of the District of Columbia has placed such great emphasis on science, engineering, and technology.

I believe that we are missing a very significant point if we do not begin to emphasize the importance of technology in the university system.

My question to you is this. Are you training teachers to go back into the elementary and secondary schools?

Mr. Brach. Yes, sir. If I may, I will take a moment to comment upon some very innovative programs which we have at the school now. Our teacher training program in the College of Education takes care of the traditional preparation of teachers.

We have in the College of Physical Science, Engineering, and Technology a masters program to prepare teachers for mathematics which we feel is a very key point. We currently bring students on a pilot program basis from the first grade, from the fifth and sixth grades, and from the high school grades to the university to expose them to computer science, mathematics, chemistry, and physics.

We are working jointly with the public schools, through Dr. Guines' office, to prepare a program to teach computer programing to—we hope—all of the administrative personnel and teachers who are interested in the District of Columbia public schools.

Through our continuing education program, we are offering training programs, utilizing faculty and teachers from the public schools to bring all public school teachers to a point of computer literacy so that they will be able to train our young people in this very important area.

Mr. DYMALLY. Do your colleagues want to add anything to your testimony? Are there any comments you wish to make?

Will you mention your name for the record?

Mr. CRUMP. I am William L. Crump.

In addition to that, in the School of Business and Public Management we have been working this year with public school teachers in the area of word processing. Last year, we were lucky enough to establish a really fine word processing laboratory.

We have been holding a series of some 40 seminars to acquaint public school teachers and others who are interested in this new area of training and opportunity for employment.

DISTRICT OF COLUMBIA PUBLIC SCHOOL STUDENTS PARTICIPATION IN CONTINUED EDUCATION

Mrs. BUCK. I am Annye Buck, dean of the College of Life Sciences.

We have a connection with the public schools as well. Next week, through the U.S. Department of Agriculture, we are sponsoring an agricultural awareness symposium. It will last 2 days. We will have something like 1,000 students coming from the public schools to the university. This is through the continuing education program and College of Life Sciences.

There will be symposia to let the students know about the positions which exist in agriculture. It seems that we are pretty much unaware, particularly minorities, of the job opportunities in agriculture. There will be 2 days of symposium next week.

Also, we have a relationship through the College of Education. We are seeking to get some of our nursing students to work in some areas in the public schools because of shortages of nurses there. The relationships differ, but we do have some connections for that purpose.

Mr. DYMALLY. There are no farms in the District. I am very pleased to hear that you are placing some emphasis on agricultural technology. Is it just a passing interest, or do you have a very deep interest in it?

Mrs. BUCK. I have a very deep interest. We have an agricultural experiment station which is part of the land-grant college. We are now in the process of a proposal, which will be ready next week, concerning what we plan to do as a beginning project.

The person who is working with me went out yesterday to look at some land. I have not had a chance to talk with him to know just what is happening, but we are in the process. We have a greenhouse at our facility, which is very nice. We do plan to place emphasis on the area of horticulture in the urban land-grant college.

Mr. DYMALLY. I hope you take this back to the administration. There is a critical situation now, that is, the loss of land by blacks across the country, especially in the Southern States. I would very much like to see UDC find some resource to pursue this matter in this project. How can we bring this matter to the attention of the Department of Agriculture and the public at large? There is a rapid loss of landownership by blacks in the South.

It seems to me that some university ought to be looking at that as a research project. It is now being done by a community-based group, and their funding is in jeopardy. It is a very very serious problem in America today. It seems to me that it would be appropriate for the University of the District of Columbia to submit a proposal to the Department of Agriculture or the Department of the Interior to try and find some funds to do some in-depth research on this. It might develop a center on landownership among minorities.

Mrs. BUCK. I will look into that.

Mr. DYMALLY. Mr. McKinney?

Mr. MCKINNEY. Thank you, Mr. Chairman. I have no questions. I am delighted to see that you are keeping contact with the public school system. We find it an ongoing problem in the State of Connecticut that, without having contact between the technical schools, colleges, and courses and the high schools and grammar schools, our technical schools and colleges are receiving students who do not have the primary training which is so necessary for them to have to go into a particular field. We are spending a lot of the taxpayers' money on what amounts to a repeat, or catchup, to make them good enough in mathematics to be able to run a machine tool.

I am delighted that you are maintaining the contact because it is vital in a community if the taxpayers are to get their money's worth and, more importantly, if the children are to get meaningful jobs.

I thank you too, Mr. Chairman, for changing the witnesses order.

UNIVERSITY OF THE DISTRICT OF COLUMBIA VOCATIONAL AND TECHNICAL PROGRAMS

Mr. DYMALLY. I have a couple more questions, and then I will call upon the Superintendent.

In your 2-year certificate program, am I correct in assuming that you do not give transfer credit into the 4-year program, or is that information not accurate?

Mr. BRACH. That information is not correct. We have 2-year associate degree programs. Many of them are accredited. For instance, the programs I mentioned in engineering technology are accredited by the American Board for Engineering and Technology Accreditation.

The programs are designed to prepare students for immediate entry into the job market. All of the courses are not always transferable or applicable toward the baccalaureate degree. But one of the unique things at the university is that I am reasonably certain that we are the only university in the country where a student does not have to change his enrollment or residency in order to pursue a certificate, an associate degree, or a baccalaureate degree.

We have some 4-year baccalaureate technology programs. When a student moves to those programs, they are what are called two-plus-two programs. After a 2-year associate degree, they take 2 more years and receive a baccalaureate degree. They get full transfer credit.

In other programs, the transfer credit is dependent on the 4-year baccalaureate degree they are interested in. For example, if a student in, say, civil engineering technology wishes to go on to the civil engineering professional program, it would take him 3 years. The reason being that he does not take the university-based physics in the technical program and he does not take the calculus in the technical program.

However, if a student has the interest and ability to master the calculus-mathematics program and the university physics, he may take those courses while working toward the associate degree. In that case, he would then be able to move on to the baccalaureate with virtually no loss of credit.

All of our baccalaureate programs in the College of Physical Science, Engineering, and Technology—I will ask Dr. Crump to respond for business—consider the students on a one-by-one basis. If they are capable, they can transfer to the baccalaureate program.

Mr. CRUMP. In the College of Business we offer only the associate in applied science degree. There are many courses which are offered in that degree which are not transferable to the baccalaureate degree.

The reason for that is that in the major of the baccalaureate degree, our students begin to major at the junior level, not the freshman and sophomore levels. Consequently, the kinds of courses which they take in the junior and senior levels are far more quantitative than the descriptive courses which are often taught at the freshman and sophomore levels.

However, a student who earns this degree and who decides later on to continue for the baccalaureate degree may opt to take examinations in courses in which he or she feels competent. Therefore, if we are teaching any course at the junior level, any student who comes from this background who feels that he has the competence to handle the work is given an opportunity to study, review under guidance and direction, and to take an examination. If he passes the examination, he is given full credit for the course and proceeds.

Mr. DYMALLY. Was Washington Tech, during its existence, a degree-granting institution?

Mr. BRACH. The Washington Technical Institute, as created by Congress, was empowered to offer any degree which the board of trustees decided to offer. During their initial organization, they began with only an associate in applied science degrees. They then added a baccalaureate degree in technical teacher training and then a baccalaureate degree in management to build on the printing technology program and in construction management to build on a civil and architectural 2-year program.

The university is currently planning to have a baccalaureate level offering for the engineering related technologies for all programs.

Mr. **Dymally**. Thank you very much for your very good testimony.

Mrs. McKenzie? Before addressing our question, you may want to answer the question raised by Mr. McKinney during your last visit with us. You might start off with that.

STATEMENT OF FLORETTA D. McKENZIE, PH. D., SUPERINTENDENT, D.C. PUBLIC SCHOOLS, ACCOMPANIED BY PETE WEAVER, EXECUTIVE ASSISTANT TO THE SUPERINTENDENT FOR CORPORATE RELATIONS; OTHO JONES, PH. D., SUPERINTENDENT FOR VOCATIONAL EDUCATION/CAREER DEVELOPMENT CENTERS; MAMIE LINDO, ASSISTANT TO SUPERINTENDENT JONES; AND KAREN KERSHNER, SENIOR VICE PRESIDENT, GOLDBERG-MARCHESANO

DISTRICT OF COLUMBIA PUBLIC SCHOOL STUDENT'S PROGRESS REPORT

Mrs. **McKenzie**. Good morning, Chairman Dymally. My name is Floretta McKenzie, Superintendent of the District of Columbia public schools.

I would appreciate, Mr. Chairman, a bit of refreshment of my memory on the question posed by Congressman McKinney at our last session here.

We have in the interim provided the Congressman with, I think, a very comprehensive response. I would like to be as specific as possible.

Mr. **McKinney**. I want to thank you for the material. I did not get it until this morning because I was in Williamsburg yesterday. I cannot exactly remember what the exact wording of my question was, but——

Mrs. **McKenzie**. Let me see if I can reconstruct it. I believe you raised a question concerning the Washington Post article which seemed to indicate that our feelings of encouragement that our youngsters were progressing in achievement were not real. I believe we sent you the full text of our research department's compilation. It indicated very clearly that, in promotions—remember that we are dealing with semester achievement points.

In January 1981, of the youngsters in grade one, 59 percent were promoted. In January 1982, 68 percent were promoted, having achieved both in reading and mathematics. In January 1981, for the same class, 9 percent were in a transition status because they had a deficiency in reading. In January 1982, only 7.9 percent were in a transition status.

If we look farther, in January 1981 in mathematics for grade one, 6.7 percent were in a transition status because they had a deficiency in mathematics. In January 1982, only 2.3 percent of the first-grade class were in a transition status.

In January 1981, 25.3 percent were retained. In January 1982, 21.6 percent were retained.

We could go through the grades and relate that kind of information. I want to clearly indicate to the Congressman that we were by no means playing with figures. We do have reason to be encouraged.

We have concerns about grades five and six. They were not involved in the student progress plan in previous years. We have a significant number retained. We are working very hard to try and help these youngsters make progress very quickly so that that high percentage will not continue to the end of the year.

Mr. McKinney. I appreciate the information, Mr. Chairman. I also appreciate the Superintendent's cooperation.

I thought, as I told you on that day, that it was extremely important for the school system to refute that article in the public forum. This will become the public record.

With the chairman's permission, I will put the factsheets you sent me into the record as well. I think you should keep it with you. Maybe, when they want to write something about the public school system next time, you can give them the facts instead of their making assumptions which are extremely harmful to the school system and extremely harmful to the city.

The chairman and I have enough trouble with our colleagues without having you have trouble with them too.

I appreciate it. I will read it all and have it placed in the record.

Mr. Dymally. Without objection, the material will be made a part of the record at this point.

[The material referred to above follows:]

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
PRESIDENTIAL BUILDING
415 12TH STREET, N.W.
WASHINGTON, D.C. 20004

SUPERINTENDENT

(202) 724-4222

March 22, 1982

Mr. Jay F. Malcynsky
Minority Staff Counsel
House District Committee
1307 Longworth Building
Washington, D.C. 20515

Dear Mr. Malcynsky:

As a follow-up to the House District Committee hearing on February 25, 1982 regarding the "Impact of Federal Budget Cuts on the District of Columbia Public Schools", I am providing information, as requested, on the following topics: 1) Operation Rescue 2) Student Progress Plan Mid-Year Data 3) Use of local college students as tutors 4) Administrative structure of the school system, and 5) Proposed legislation entitled "Board of Education Merit Personnel Amendments Act of 1982."

Operation Rescue

Attachment I is a mid-year summary report of Operation Rescue recruitment of volunteer tutors. Also included is a profile of the volunteers working in D.C. elementary schools. As indicated, last semester over 1,000 volunteers were recruited for Operation Rescue. This semester the program is expanding to ten additional elementary schools and the recruitment of volunteers, particularly from federal agencies, has intensified. For example, the Department of Defense has pledged a total of 300 additional volunteers to our efforts.

Student Progress Plan

As I reported at the hearing, mid-year reports of academic progress under the Student Progress Plan indicated substantial gains for students in grades 1-3. The Washington Post, in a February 12, 1982 article, erroneously reported that the progress data would have not shown any significant increase if students who were promoted to "transitional" status (those students with deficiencies in one subject area) had not been included in the report. However, even when transitional promotions are not taken into account, the rate of promotions for students in grades 1-3 showed a 14.2% increase over last year's first semester report. A copy of the full Student Progress Plan Report and the accompanying press release are enclosed (Attachment II).

Use of Local College Students as Tutors

The D.C. Public Schools have initiated a program with the University of the District of Columbia in which college students earn credit for serving as tutors in the Operation Rescue program. Currently, this arrangement is being piloted at one elementary school and discussions are concluding with American University and the University of Maryland to initiate similar tutoring options for education majors.

Administrative Structure of the School System

The administrative organization of the D.C. Public Schools, while in need of streamlining and technological improvements, does not compare unfavorably with neighboring school systems in terms of the number or pay rates of administrative personnel. Attachment III is a comparative survey of school administrations in the Metropolitan Washington area and other large cities.

Additionally, several initiatives are underway to improve the management functions of the school system. For example, the Council of Great City Schools, in conjunction with the Ford Foundation, recently completed an analysis of various administrative operations and recommended measures to improve the procurement, automated data system, warehousing and transportation functions of the school system. Immediate steps are being taken to address the problem areas highlighted in the management study. Furthermore, an administrative reorganization task force, established in January, will be offering its fundings and final recommendations at the end of this month. The anticipated result of implementing the task force recommendations in the next several months is a more accountable, responsive administrative structure.

Board of Education Merit Personnel Amendments Act of 1982

There has been much inquiry regarding the recent D.C. City Council introduction of the "Board of Education Merit Personnel Amendments Act of 1982" by City Council Chairman Arrington Dixon, on behalf of the Board of Education. One of the major aspects of the proposed legislation is a provision which would allow retired D.C. Public School teachers to be hired as substitute teachers and to be paid for their services.

Under the current District of Columbia Government Comprehensive Merit Personnel Act of 1978, effective March 3, 1979, as amended (D.C. Law 2-139; D.C. Code, Sec. 1-601.1 et seq), any former D.C. employee who is currently receiving an annuity and is subsequently rehired, even as a substitute teacher, must have the amount of their annuity deducted from the salary of the new position. Thus, if a former teacher, who is receiving an annuity, is rehired as a substitute, the daily rate of the annuity must be deducted from the daily rate for substitute teachers. This clearly acts as a disincentive for former teachers to come back as substitute teachers.

The proposed legislation would create an incentive for retired teachers to become substitute teachers. It would provide that substitute teachers could be paid the prevailing rate for substitute teachers on top of their annuity. The D.C. Public Schools currently face a shortage of substitute teachers and, in particular, teachers who have been trained in the school system's Competency-Based Curriculum (CBC). CBC is a highly-structured learning approach that is responsible in large part for the increased achievement levels among our students over the last three years. Substitute teachers who have not been trained in CBC are unable to provide the needed continuity of instruction for our children. Thus, the ability to employ our retired teachers as substitutes would enhance the instructional services offered D.C. students.

I hope this information and the accompanying documents will be of assistance to you. Should you have further questions or need additional materials, please let me know.

Sincerely,

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

FDMcK:rvw

Attachment

ATTACHMENT I

Operation Rescue

Facts and Figures

43 Elementary schools are participating in Phase II

Region A - 20
Region B - 1
Region C - 11
Region D - 11

1083 Volunteers have been recruited from August 1st to December 31, 1981

823 Volunteers have been assigned to the participating schools

106 Volunteers are needed to fill school request

75% of volunteers apply in response to media appeals (electronics and print)

1007 Students received instructional support in reading and math skills in the first cycle

6 Retirees from the D. C. Public Schools are now performing as Program Monitors under the coordination of Milton Douglas, Washington Urban League Board member

4 Major corporations have loaned executives for administration of program

Washington Gas Light Company
Pepco
Deloitte, Haskins & Sells
Mark Battle Associates

9 Federal agencies and the military have designated coordinators for recruitment of volunteers among their employees

Department of Agriculture
Department of Commerce
Department of Housing and Urban Development
Department of Justice
Department of Transportation
Department of Health and Human Services
Department of Defense
ACTION
U. S. Marines

Operation Rescue

Public Schools of
The District of Columbia
Washington Urban League

415-12th St., N.W.
Washington, D.C. 20004
202-724-4482

Operation Rescue Tutor Profile

Sex: Female = 59% Male = 41%

Race: Black = 61% White = 38% Hispanic = 1%

Age:
18 - 25 = 14%
26 - 30 = 20.2%
31 - 35 = 15.2%
36 - 40 = 7.6%
41 - 45 = 3.8%
46 - 50 = 5.0%
51 - 55 = 11.4%
56 - 60 = 5.0%
61 - 65 = 10.0%
65+ = 7.5%

Employment:
Managerial = 8.8%
Clerical = 5%
Professional = 36.7%
Skilled = 6.3%
Unskilled = 10.1%
Students = 14%

Employer:
Private = 22.8%
Govt. = 1.2%
Military = 17.8%
Self-employed = 7.5%
Unemployed = 17.7%
Retired = 22.8%

Training interests:
Overview of CBC and SPP = 22.8%
Using the Skills Manuals = 31.7%
Strategies for reading instruction = 49.4%
Strategies for math instruction = 41.8%
Instructional techniques = 34.2%
Volunteer tutor show-and tell = 10.1%
Analyzing the Skills Reinforcement Process = 29.1%
Cognitive Child Development = 26.6%

Number of responses = 79

Who is an Operation Rescue Tutor?

If you were identifying the prototypic Operation Rescue volunteer, the person you would tag would be female, black and under 35 years of age. She would be a manager or professional and would work in the public sector or be self-employed. This composite is the result of tutor profiles gathered during the first cycle of Operation Rescue which ended December 11th.

Do not think, however, that males are not on the scene. They are and form 41% of the total volunteers.

Retirees have turned out in large numbers and several septuagenarians are adding spice to their lives as well as to the youngsters'.

It is interesting to note the husband and wife teams who are volunteering. This should provide food for conversation of a different kind.

The volunteer tutors are eager to learn new skills and upgrade old ones as is evidenced by their requests for "strategies for reading and mathematics instruction" and "instructional techniques." They are also interested in mini-workshops focusing on "analyzing the skill reinforcement process" and "cognitive child development."

From 18-72 years of age, male or female, black, white or hispanic, employed or "between engagements", patent lawyer or homemaker, the Operation Rescue tutor is eager, concerned and filled with the desire to help children learn.

81

Operation Rescue Tutor Profile

Analysis of responses from tutors engaged in Cycle 1 of Operation Rescue 1981-82 shows the following:

Black - 61%
White - 38%
Hispanic - 1%

Median age = 45; Ages range from 18-72 years.

In terms of employment, the largest group of volunteers are retired though evidence of early retirements can be gleaned from the ages listed. Volunteers from the military equal 18% of the total and volunteers from the private and public sector are nearly equal. Eleven percent of the volunteers are unemployed but this figure could be due to the large numbers of students in the program.

The kinds of employment from which the volunteers come range widely with the expected homemakers and retired educators very visible. Such varied occupations as cartographer, psychiatrist, geologist, policewoman, patent lawyer, physicist, pediatrician, radio news reporter, dance instructor and electrical engineer attest to the range within the work world from which the volunteers come.

The greatest response from tutors interested in training or upgrading skills was in the area of "strategies for reading and mathematics instruction" and "instructional techniques." Mini-workshops in "analyzing the skill reinforcement process", "cognitive child development" and "using skills training manuals" received the next highest responses.

"Overview of Competency Based Curriculum and Student Progress Plan" and "Volunteer Show-and-Tell Session" received the lowest responses for training interests.

ATTACHMENT II

NEWS RELEASE

415 12th Street, N.W. Washington, D.C. 20004

FOR IMMEDIATE RELEASE

Contact: Janis L. Cromer, 724-4222
Director of Communications

ELEMENTARY SCHOOL STUDENTS SHOW INCREASED ACADEMIC PROGRESS

D.C. Public School students in grades one through six are demonstrating substantial academic progress according to data released today by Superintendent Floretta D. McKenzie. Mid- year reports on elementary school students' mastery of reading and mathematics skills indicate "very encouraging" achievement gains over the previous school year, said McKenzie.

Last year, the school system initiated the Student Progress Plan in grades one through three, requiring students to learn specific sets of skills in reading and math by the end of each semester of school work. If students successfully master the required skills in both reading and math, they undertake learning the skills prescribed for the next semester. Students who, at the end of the first semester, are identified as needing some additional assistance in only one of these subjects, either reading or math, proceed with the next semester's work while, with special assistance, continue to work on the skills not mastered in the first semester. Students who are unsuccessful in learning the skills in both areas continue during the second semester to work on the first semester's level of skills.

While the words "promoted" and "retained" are used to describe student progress under SPP, Ms. McKenzie cautioned that these words have a "special meaning because actual grade level promotions occur only at the end of the school year. The mid-year promotion and retention data are used as a means of identifying the students who are successfully acquiring needed reading and math skills and those who need assistance before moving on to more advanced work," she said.

In September 1981, the Student Progress Plan was expanded to include grades four through six; a total of 40,598 students are now working under the SPP required standards. As of January 29, 1982, the end of the first semester, 72.7% of the elementary students were promoted, a total of 29,522 students, reported McKenzie.

--more--

add 1

Included in the 72.7% are 8,902 students who were promoted to transitional status. "These are the students who do need some additional work in one area, either reading or math," said McKenzie. A total of 5,772 students were identified as needing additional reading assistance and 3,130 of the promotions to transitional status are students in need of extra math help.

This year, among grades one through three, a total of 80.9% of the students were promoted. In comparision, the promotion rate at the end of the first semester last year was 68.2% for grades one to three. 19.1% of the first, second and third graders this year were found to have deficiencies in both reading and math and were retained in contrast to the 31.8% retention rate for grades 1-3 last year.

"As anticipated, the students who were introduced to the Student Progress Plan last year (those now in grades two, three and four) showed the greatest degree of progress," said McKenzie. "And also, as expected, the students working under the SPP standards for the first time (grades 5 and 6) were promoted with less frequency."

The retention rates for grades 2,3, and 4 this year were 17%, 18.6% and 23.1% respectively. In contrast, the retention rates for fifth and sixth graders were 43.6% and 38.9%.

McKenzie attributed the improvements in student progress to the diligent efforts and dedication of teachers and administrators, noting that "teachers working with the standards for a second year now have a familiarity with teaching the required skills and successfully have refined instruction to better assist their students."

Additionally, Operation Rescue, the volunteer tutoring program was begun in October of this year and has assigned over 1,000 tutors to the classrooms, McKenzie said. Last year, the tutoring program did not begin until the second semester was underway.

"Even though the progress reported here today is very promising," McKenzie said, "obviously, we must be concerned about any number of students who are not experiencing success in acquiring reading and math skills. The 11,076 students who were retained and those needing additional help in one subject area require the concerted efforts of the school system to further their achievement."

Plans for assisting students who were retained or in need of additional instruction in one subject area include extending the school day by providing

--more--

morning and afternoon sessions for students needing assistance, working closely with schools experiencing high retention rates to enhance instructional methods, expanding Operation Rescue to include ten more schools, extending the secondary volunteer tutoring program, Operation Outreach, to include grade six students and providing summer school programs for students who have not mastered the required skills by the end of the school year.

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District of Columbia Public Schools

THE STUDENT PROGRESS PLAN (SPP)
SYSTEMWIDE PROMOTION AND RETENTION DATA
FIRST SEMESTER SCHOOL YEAR 1981-82

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

February 9, 1982

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INTRODUCTION

In September 1981 the Student Progress Plan (SPP) was implemented in grades one through six. SPP provides for the instructional organization to be divided into multiple levels designated as Grade _A, Grade _A/T, Grade _B/T, and Grade _B. According to this plan, students are promoted at the end of each semester if they have mastered the required objectives in both reading and mathematics. Students who have mastered only the required mathematics objectives, but not the reading objectives, are placed in transition deficient in reading (such as 1B/T or 2A/T). Those who successfully complete the objectives in reading, but not in mathematics, are assigned to transition deficient in mathematics. Students who fail to master the objectives in both reading and mathematics are retained. For example, a student who was in Grade 1B at the end of January would be promoted to Grade 2A if he had mastered the required objectives in both reading and mathematics; assigned to Grade 2A/T if he had mastered the objectives in one subject area only; or retained in Grade 1B if he failed to master the objectives in both subject areas.

The data which follow are for the first semester of school year 1981-82 which ended January 29, 1982. Each regional office submitted a summary of the schools within that region. Data from the four summaries were compiled as received by the Division of Quality Assurance (Research and Evaluation).

PROMOTION AND RETENTION DATA

A review of the summarized promotion/retention data for all elementary grades (1-6) at the end of the first semester of the school year 1981-82 shows that reports were included for a total of 40,598 students. Of this total number:

- 29,522 students were promoted (of this number, 8,902 students were promoted to transition)

or

- 72.7% were promoted (of this, 21.9% were promoted to transition)

More detailed information is displayed in Tables 1 through 3.

* * *

Table 1 on pages 3 and 4 shows the number of students promoted to A or B level.

- 20,620 students, 50.8% of the total number of students enrolled were promoted to a Level A or B.

  12,624, or 61.2% of the students promoted to levels A or B were in the primary grades (one - three).

  7,996, or 38.8% of the students promoted to levels A or B were in the intermediate grades (four - six).

  9,688, or 47.0% of the students promoted to levels A or B were boys.

  10,932, or 53.0% of the students promoted to levels A or B were girls.

Table 1

Systemwide SPP Promotion and Retention Data at the End of the First Semester, SY 1981-82, for Students in Elementary Schools

Regions and Number of Schools	Student Sex	Number Promoted to A or B Level (page 1 of 2)						
		1B	2A	2B	3A	3B	4A	4B
A	Boys	652	78	488	70	401	36	249
N = 31	Girls	713	65	513	67	477	38	325
	Total	1,365	143	1,001	137	878	74	574
B	Boys	363	23	366	10	360	10	339
N = 25	Girls	380	14	392	10	372	13	393
	Total	743	37	758	20	732	23	732
C	Boys	491	43	322	65	310	37	214
N = 27	Girls	521	61	416	61	355	34	306
	Total	1,012	104	738	126	665	71	520
D	Boys	778	99	636	66	482	86	343
N = 41	Girls	772	94	597	50	591	73	386
	Total	1,550	193	1,233	116	1,073	159	729
A - D	Boys	2,284	243	1,812	211	1,553	169	1,145
N = 124	Girls	2,386	234	1,918	188	1,795	158	1,410
	Total	4,670	477	3,730	399	3,348	327	2,555

Table 1 (continued)

Systemwide SPP Promotion and Retention Data at the End of the First Semester, SY 1981-82, for Students in Elementary Schools

Regions and Number of Schools	Student Sex	Number Promoted to A or B Level (page 2 of 2)						
		5A	5B	6A	6B	1B - 6B		
A	Boys	16	251	59	246	2,546		
N = 31	Girls	27	298	83	287	2,893		
	Total	43	549	142	533	5,439		
B	Boys	-	336	-	350	2,157		
N = 25	Girls	-	353	-	452	2,379		
	Total	-	689	-	802	4,536		
C	Boys	51	167	11	192	1,903		
N = 27	Girls	39	233	16	276	2,318		
	Total	90	400	27	468	4,221		
D	Boys	-	279	-	313	3,082		
N = 41	Girls	-	351	-	428	3,342		
	Total	-	630	-	741	6,424		
A - D	Boys	67	1,033	70	1,101	9,688		
N = 124	Girls	66	1,235	99	1,443	10,932		
	Total	133	2,268	169	2,544	20,620		

Table 2 on pages 6 and 7 shows the number of students promoted to a transition grade placement deficient in reading.

- 5,772, or 14.2% of the total number of students enrolled were promoted to a transitional grade placement deficient in reading.

3,132, or 54.3% of the students promoted to transition deficient in reading were in the primary grades (one - three).

2,640, or 45.7% of the students promoted to transition deficient in reading were in the intermediate grades (four - six).

3,400, or 58.9% of the students promoted to transition deficient in reading were boys.

2,372, or 41.1% of the students promoted to transition deficient in reading were girls.

Table 2

Systemwide SPP Promotion and Retention Data at the End of the First Semester, SY 1981-82, for Students in Elementary Schools

Regions and Number of Schools	Student Sex	Number Promoted to Transition/Deficiency in Reading (page 1 of 2)						
		1 B/T	2 A/T	2 B/T	3 A/T	3 B/T	4 A/T	4 B/T
A N = 31	Boys	98	22	267	41	243	18	141
	Girls	65	14	177	28	130	14	94
	Total	163	36	444	69	373	32	235
B N = 25	Boys	83	10	81	9	64	12	70
	Girls	20	7	42	4	53	3	36
	Total	103	17	123	13	117	15	106
C N = 27	Boys	61	16	148	25	129	25	126
	Girls	50	7	110	22	108	29	86
	Total	111	23	258	47	237	54	212
D N = 41	Boys	100	42	182	47	245	31	159
	Girls	62	20	121	31	148	19	109
	Total	162	62	303	78	393	50	268
A - D N = 124	Boys	342	90	678	122	681	86	496
	Girls	197	48	450	85	439	65	325
	Total	539	138	1,128	207	1,120	151	821

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Table 2 (continued)

Systemwide SPP Promotion and Retention Data at the End of the First Semester, SY 1981-82, for Students in Elementary Schools

Regions and Number of Schools	Student Sex	Number Promoted to Transition/Deficiency in Reading (page 2 of 2)						
		5 A/T	5 B/T	6 A/T	6 B/T	1 B/T - 6 B/T		
A	Boys	-	172	-	155	1,157		
N = 31	Girls	3	146	2	127	800		
	Total	3	318	2	282	1,957		
B	Boys	-	44	-	48	421		
N = 25	Girls	-	20	-	28	213		
	Total	-	64	-	76	634		
C	Boys	-	108	-	95	733		
N = 27	Girls	-	93	-	79	584		
	Total	-	201	-	174	1,317		
D	Boys	-	99	-	184	1,089		
N = 41	Girls	-	113	-	152	775		
	Total	-	212	-	336	1,864		
A - D	Boys	-	423	-	482	3,400		
N = 124	Girls	3	372	2	386	2,372		
	Total	3	795	2	868	5,772		

Table 3 on pages 9 and 10 shows the number of students promoted to a transitional grade deficient in mathematics.

- 3,130, or 7.7% of the total number of students enrolled were promoted to a transitional grade placement deficient in mathematics.

1,020, or 32.6% of the students promoted to transition deficient in mathematics were in the primary grades (one - three).

2,110, or 67.4% of the students promoted to transition deficient in mathematics were in the intermediate grades (four - six).

1,469, or 46.9% of the students promoted to transition deficient in mathematics were boys.

1,661, or 53.1% of the students promoted to transition deficient in mathematics were girls.

Table 3

Systemwide SPP Promotion and Retention Data at the End of the First Semester, SY 1981-82, for Students in Elementary Schools

Regions and Number of Schools	Student Sex	Number Promoted to Transition/Deficiency in Mathematics (page 1 of 2)						
		1 B/T	2 A/T	2 B/T	3 A/T	3 B/T	4 A/T	4 B/T
A	Boys	21	14	30	8	100	9	101
N = 31	Girls	22	5	53	14	86	12	105
	Total	43	19	83	22	186	21	206
B	Boys	7	3	14	2	18	2	33
N = 25	Girls	13	4	16	2	17	6	49
	Total	20	7	30	4	35	8	82
C	Boys	22	6	27	6	57	6	55
N = 27	Girls	18	6	25	4	73	11	66
	Total	40	12	52	10	130	17	121
D	Boys	32	8	43	15	60	18	105
N = 41	Girls	26	4	46	17	76	19	128
	Total	58	12	89	32	136	37	233
A - D	Boys	82	31	114	31	235	35	294
N = 124	Girls	79	19	140	37	252	48	348
	Total	161	50	254	68	487	83	642

Table 3 (continued)

Systemwide SPP Promotion and Retention Data at the End of the First Semester, SY 1981-82, for Students in Elementary Schools

Regions and Number of Schools	Student Sex	Number Promoted to Transition/Deficiency in Mathematics (page 2 of 2)						
		5 A/T	5 B/T	6 A/T	6 B/T	1 B/T - 6 B/T		
A	Boys	14	75	9	68	449		
N = 31	Girls	9	96	8	84	494		
	Total	23	171	17	152	943		
B	Boys	5	76	-	60	220		
N = 25	Girls	1	62	-	53	223		
	Total	6	138	-	113	443		
C	Boys	-	66	-	43	288		
N = 27	Girls	-	91	-	56	350		
	Total	-	157	-	99	638		
D	Boys	-	120	-	111	512		
N = 41	Girls	-	164	-	114	594		
	Total	-	284	-	225	1,106		
A - D	Boys	19	337	9	282	1,469		
N = 124	Girls	10	413	8	307	1,661		
	Total	29	750	17	589	3,130		

Table 4 on pages 12 to 15 shows the number of students retained in their current grade levels.

- 11,076, or 27.3% of the total number of students enrolled were retained in their current grade levels.

  3,954, or 35.7% of the students retained were in the primary grades (one - three).

  7,122, or 64.3% of the students retained were in the intermediate grades (four - six).

  6,301, or 56.9% of the students retained were boys.

  4,775, or 43.1% of the students retained were girls.

Table 4

Systemwide SPP Promotion and Retention Data at the End of the First Semester, SY 1981-82, for Students in Elementary Schools

Regions and Number of Schools	Student Sex	Number Retained in Current Grade Level (page 1 of 4)						
		1 A	1 B/T	1 B	2 A/T	2 A	2 B/T	2 B
A	Boys	325	8	25	44	251	7	11
N = 31	Girls	224	4	19	27	165	4	8
	Total	549	12	44	71	416	11	19
B	Boys	70	1	8	7	46	2	7
N = 25	Girls	64	1	11	4	30	2	7
	Total	134	2	19	11	76	4	14
C	Boys	180	3	8	25	108	6	2
N = 27	Girls	149	1	4	16	73	5	3
	Total	329	4	12	41	181	11	5
D	Boys	185	5	16	38	131	7	9
N = 41	Girls	155	9	7	29	95	7	11
	Total	340	14	23	67	226	14	20
A - D	Boys	760	17	57	114	536	22	29
N = 124	Girls	592	15	41	76	363	18	29
	Total	1,352	32	98	190	899	40	58

Table 4 (continued)

Systemwide SPP Promotion and Retention Data at the End of the First Semester, SY 1981-82, for Students in Elementary Schools

Regions and Number of Schools	Student Sex	Number Retained in Current Grade Level (page 2 of 4)						
		3 A/T	3 A	3 B/T	3 B	4 A/T	4 A	4 B/T
A	Boys	70	205	30	3	88	238	9
N = 31	Girls	44	148	21	6	55	215	6
	Total	114	353	51	9	143	453	15
B	Boys	7	45	3	1	14	36	-
N = 25	Girls	5	33	2	-	3	24	-
	Total	12	78	5	1	17	60	-
C	Boys	35	125	3	2	39	103	-
N = 27	Girls	12	79	13	2	27	73	-
	Total	47	204	16	4	66	176	-
D	Boys	57	180	6	2	64	181	-
N = 41	Girls	33	110	1	2	57	147	-
	Total	90	290	7	4	121	328	-
A - D	Boys	169	555	42	8	205	558	9
N = 124	Girls	94	370	37	10	142	459	6
	Total	263	925	79	18	347	1,017	15

Table 4 (continued)

Systemwide SPP Promotion and Retention Data at the End of the First Semester, SY 1981-82, for Students in Elementary Schools

Regions and Number of Schools	Student Sex	Number Retained in Current Grade Level (page 3 of 4)						
		4 B	5 A/T	5 A	5 B/T	5 B	6 A/T	6 A
A	Boys	-	25	548	-	-	-	477
N = 31	Girls	-	24	412	-	-	-	240
	Total	-	49	960	-	-	-	717
B	Boys	-	-	146	-	-	-	134
N = 25	Girls	-	-	102	-	-	-	101
	Total	-	-	248	-	-	-	235
C	Boys	-	-	374	-	-	-	390
N = 27	Girls	-	-	305	-	-	-	310
	Total	-	-	679	-	-	-	700
D	Boys	-	-	597	-	-	-	494
N = 41	Girls	-	-	541	-	-	-	448
	Total	-	-	1,138	-	-	-	942
A - D	Boys	-	25	1,665	-	-	-	1,495
N = 124	Girls	-	24	1,360	-	-	-	1,099
	Total	-	49	3,025	-	-	-	2,594

Table 4 (continued)

Systemwide SPP Promotion and Retention Data at the End of the First Semester, SY 1981-82, for Students in Elementary Schools

Regions and Number of Schools	Student Sex	Number Retained in Current Grade Level (page 4 of 4)						
		6 B/T	6 B	1 A - 6 B				
A N = 31	Boys	35	-	2,399				
	Girls	40	-	1,662				
	Total	75	-	4,061				
B N = [illegible]	Boys	-	-	527				
	Girls	-	-	389				
	Total	-	-	916				
C N = 27	Boys	-	-	1,403				
	Girls	-	-	1,072				
	Total	-	-	2,475				
D N = 41	Boys	-	-	1,972				
	Girls	-	-	1,652				
	Total	-	-	3,624				
A - D N = 124	Boys	35	-	6,301				
	Girls	40	-	4,775				
	Total	75	-	11,076				

SUMMARIES OF SYSTEMWIDE TOTALS

Table 5 on page 17 shows the distribution of promotion and retention data for students by regions for the first semester.

- The percentages of students promoted to level A or B by regions are:

  Region A = 43.9%   Region B = 69.5%   Region C = 48.8%   Region D = 49.3%

- The percentages of students promoted to transition deficient in reading by regions are:

  Region A = 15.8%   Region B = 9.7%   Region C = 15.2%   Region D = 14.3%

- The percentages of students promoted to transition deficient in mathematics by regions are:

  Region A = 7.6%   Region B = 6.8%   Region C = 7.4%   Region D = 8.5%

- The percentages of students retained by regions are:

  Region A = 32.8%   Region B = 14.0%   Region C = 28.6%   Region D = 27.8%

Systemwide percentages are shown at the bottom of Table 5 and may be compared with those of each region.

Table 5

Systemwide Data on SPP Promotions and Retentions of Students At the End of the First Semester, School Year 1981-82

Summary by Regions

Regions and Number of Schools	Total Number Students Reported	All Grades							
		Promoted to A or B Level		Promoted to Transition/Deficiency in Reading		Promoted to Transition/Deficiency in Mathematics		Retained in Current Grade Level	
		#	%	#	%	#	%	#	%
A N = 31	12,400	5,439	43.9	1,957	15.8	943	7.6	4,061	32.8
B N = 25	6,529	4,536	69.5	634	9.7	443	6.8	916	14.0
C N = 27	8,651	4,221	48.8	1,317	15.2	638	7.4	2,475	28.6
D N = 41	13,018	6,424	49.3	1,864	14.3	1,106	8.5	3,624	27.8
Systemwide N = 124	40,598	20,620	50.8	5,772	14.2	3,130	7.7	11,076	27.3

Table 6 on page 19 is a summary of the systemwide totals by grade levels.

- The highest percentage of promotions to Level A or B was in grade one (1A - 1B) 68.2% followed by grade two (2A/T - 2B) 60.4%.

- The lowest percentage of promotions to Level A or B was in grade five (5A/T - 5B) 34.0% followed by grade six (6A/T - 6B) 39.6%.

- The lowest percentage of retentions was in grade two (2A/T - 2B) 17.0% followed by grade three (3A/T - 3B) 18.6%.

- The highest percentage of retentions were in grade five (5A/T - 5B) 43.6% followed by grade six (6A/T - 6B) 38.9%.

Table 6
Systemwide SPP Promotion and Retention of Students
At the End of the First Semester, School Year 1981-82
Summary by Grades

Promotion Retention Status	Number and Percent of Students by Grade Level											
	1A - 1B		2A/T - 2B		3A/T - 3B		4A/T - 4B		5A/T - 5B		6A/T - 6B	
	#	%	#	%	#	%	#	%	#	%	#	%
Promoted to A or B Level	4,670	68.2	4,207	60.4	3,747	54.2	2,882	48.4	2,401	34.0	2,713	39.6
Promoted to Transition Deficient Reading	539	7.9	1,266	18.2	1,327	19.2	972	16.3	798	11.3	870	12.7
Promoted to Transition Deficient Mathematics	161	2.3	304	4.4	555	8.0	725	12.2	779	11.0	606	8.8
Retained	1,482	21.6	1,187	17.0	1,285	18.6	1,379	23.1	3,074	43.6	2,669	38.9
Total	6,852	100.0	6,964	100.0	6,914	100.0	5,958	100.0	7,052	100.0	6,858	100.0

Table 7 on page 21 is a summary of the systemwide totals by grade and sex.

- Girls had the higher percentage of promotions to level A or B in all grades, with the highest percentage in grade one (1 A - 1 B) 72.1% and the lowest percentage in grade five (5 A/T - 5 B) 37.4%. Across all grades the percentage difference between girls and boys is only 9.0%.

- Girls had the lower percentage of retentions in all grade levels with the lowest percentage in grade two (2 A/T - 2 B) 14.7% and the highest percentage in grade five (5 A/T - 5 B) 39.7%. Across all grades the percentage difference between girls and boys is 6.0%.

- Boys had the higher percentage of promotions to transition deficient in reading at all grade levels with a range of 22.3% in grade three (3 A/T - 3 B) to 9.7 in grade one (1 A - 1 B). Across all grades the percentage difference between boys and girls is 4.3%.

- Girls had the higher percentage of promotions to transition deficient in mathematics with a range of 13.4% in grade four (4 A/T - 4 B) to 2.4% in grade one (1 A - 1 B). Across grades the percentage difference between girls and boys is 1.4%.

Table 7

Systemwide Data on SPP Promotions and Retentions of Students
At the End of the First Semester, School year 1981-82

Summary by Grade and Sex

Grade	Sex	Total Reported	Promoted to A or B		Promoted Trans/Reading		Promoted Trans/Math		Retained	
			Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
1 A - 1 B	Boys	3,542	2,284	64.5	342	9.7	82	2.3	834	23.5
	Girls	3,310	2,386	72.1	197	6.0	79	2.4	648	19.6
2 A/T - 2 B	Boys	3,669	2,055	56.0	768	20.9	145	4.0	701	19.1
	Girls	3,295	2,152	65.3	498	15.1	159	4.8	486	14.7
3 A/T - 3 B	Boys	3,607	1,764	48.9	803	22.3	266	7.4	774	21.5
	Girls	3,307	1,983	60.0	524	15.8	289	8.7	511	15.5
4 A/T - 4 B	Boys	2,997	1,314	43.8	582	19.4	329	11.0	772	25.8
	Girls	2,961	1,568	53.0	390	13.2	396	13.4	607	20.5
5 A/T - 5 B	Boys	3,569	1,100	30.8	423	11.9	356	10.0	1,690	47.4
	Girls	3,483	1,301	37.4	375	10.8	423	12.1	1,384	39.7
6 A/T - 6 B	Boys	3,474	1,171	33.7	482	13.9	291	8.4	1,530	44.0
	Girls	3,384	1,542	45.6	388	11.5	315	9.3	1,139	33.7
1 A - 6 B	Boys	20,858	9,688	46.4	3,400	16.3	1,469	7.0	6,301	30.2
	Girls	19,740	10,932	55.4	2,372	12.0	1,661	8.4	4,775	24.2

COMPARISON OF DATA FOR SCHOOL YEARS 1980-81 AND 1981-82

Table 8 on page 23 shows a comparison of the systemwide promotion and retention data for school years 1980-81 and 1981-82.

- The percentage of promotions to Level A or B is much higher for January 1982 than for January 1981 in grades one (1A - 1B), two (2A/T - 2B), and three (3A/T - 3B).
- The percentage of retentions is much lower in January 1982 than in January 1981 in grades one (1A - 1B), two (2A/T - 2B), and three (3A/T - 3B).
- The percentage of promotions to transition deficient in reading is higher in January 1982 in grades two (2A/T - 2B) and three 3A/T - 3B).
- The percentage of promotions to transition deficient in mathematics is lower in January 1982 in all primary grades (1A-3B).
- The January 1982 promotion and retention percentages for grades four through six (4A/T - 6B) closely approximate those for grades one through three (1A-3B) in January 1981.

Table 8

Systemwide Promotions and Retentions Comparisons At the End of the First Semester for School Years 1980-81 and 1981-82

Grade Level	Percent Promoted Level A or B		Percent Promoted Transition/Deficient Reading		Percent Promoted Transition/Deficient Mathematics		Percent Retained	
	Jan. 81	Jan. 82	Jan. 81	Jan. 82	Jan. 81	Jan. 82	Jan. 81	Jan. 82
1A - 1B	59.0	68.2	9.0	7.9	6.7	2.3	25.3	21.6
2A/T - 2B	44.3	60.4	16.3	18.2	8.0	4.4	31.4	17.0
3A/T - 3B	36.5	54.2	15.7	19.2	9.0	8.0	38.8	18.6
1A - 3B	46.7	60.9	13.6	15.1	7.9	4.9	31.8	19.1
4A/T - 4B	-	48.4	-	16.3	-	12.2	-	23.1
5A/T - 5B	-	34.0	-	11.3	-	11.0	-	43.6
6A/T - 6B	-	39.6	-	12.7	-	8.8	-	38.9
4A/T - 6B	-	40.2	-	13.3	-	10.6	-	35.8

Prepared by
Division of Quality Assurance
(Research and Evaluation)
February 9, 1982

ATTACHMENT III

COMPARISON OF ADMINISTRATIVE POSITION AND COST DATA AMONG SELECTED LARGE CITY SCHOOL SYSTEMS AND SCHOOL SYSTEMS OF THE SURROUNDING WASHINGTON, D.C. AREA

A SUMMARY REPORT

Prepared by
Division of Research and Evaluation
August 1981

INTRODUCTION

Comparisons of expenditures and staffing among and between school systems can be very useful, however, the utmost care must be taken to assure that the data used are valid. Common definitions, descriptors, and content must be observed. In analyzing the data, measures must be used which eliminate variations due to factors such as size of school system and organizational pattern.

The series of tables on the following pages displays data based on those data collected and compiled by a professional research agency, the Educational Research Service of Arlington, Virginia. The large cities which are included were selected due to similarities in the number and racial composition of the student population, the socioeconomics of the city, and the type of school system. The surrounding Washington, D.C. area school systems were used due to their proximity to the District of Columbia Public Schools and Washington, D.C.

To permit meaningful comparisons despite certain variations from city to city, measures such as averages and ratios were used in conjunction with specific descriptions of job responsibility categories which appear on the following page. The data were grouped for ease in interpretation and understanding. The number of positions represents the number of persons actually employed in Fall, 1981, and the salaries represent those actually being paid as of the Fall, 1981.

All information displayed in the report is for the school year 1980-81, and is based on the data available on October 1, 1980.

DESCRIPTION OF CENTRAL OFFICE ADMINISTRATIVE POSITION CATEGORIES

Deputy and/or associate superintendents: includes all persons with the title "Deputy Superintendent" or "Associate Superintendent"; also includes area/regional superintendents in decentralized school systems in this category.

Assistant Superintendents: includes all persons with the title "Assistant Superintendent" regardless of their functional area of responsibility.

Directors, managers, coordinators, and supervisors: includes personnel with primary responsibility for directing staff members or managing programs in the specified functional areas; does not include associate or assistant superintendents.

- Public relations or information -- includes personnel responsible for public information and/or school-community relations.
- Finance and business -- includes personnel with primary responsibility for business management and fiscal services (accounting, data processing, analysis, auditing, budgeting, controlling, payroll, purchasing, etc.).
- Personnel -- includes persons with primary responsibility for recruiting, placing and transferring school system employees, for maintaining personnel records and reports, and for developing and implementing personnel policies and practices.
- Instruction -- includes personnel with primary responsibility for regular and special instructional programs and services and for curriculum development at the central office level for grades K-12 (for example, director of curriculum, director of elementary education, director of special education); does not include personnel responsible for adult/community or continuing education programs. Subject area supervisors are reported in the separate category below.
- Subject area supervisors -- includes all central office personnel with primary responsibility for managing and improving instructional programs and for supervising instructional staff in a specific field such as art, music, mathematics, physical education, etc.
- Other directors, managers, coordinators, and supervisors -- includes all other personnel who have primary responsibility for directing staff members or managing a program, function, or department at the central office level, such as pupil personnel, media services, plant operations, transportation, food services, research, federal programs, pre-kindergarten programs, and any other areas not specified or included above.

Other central office administrative and program support staff: includes all central office administrative and professional employees (both certified and classified) not reported in above categories regardless of whether or not these people have supervisory responsibilities.

A COMPARISON OF THE NUMBER OF CENTRAL OFFICE ADMINISTRATORS AND OF THE RATIO TO STUDENTS AMONG SELECTED LARGE CITY SCHOOL SYSTEMS AND THE SURROUNDING WASHINGTON, D.C. AREA SCHOOL SYSTEMS

(1980-81)

Large City School Systems	Fall 1980 Enrollment	NUMBER OF CENTRAL OFFICE ADMINISTRATORS BY RESPONSIBILITY CATEGORY[a/]										Ratio of: Central Office Administrators to Students	Rank of Ratios of Most Administrators Per Student to Least
					DIRECTORS, MANAGERS, COORDINATORS, AND SUPERVISORS FOR:								
		Superintendent	Deputy and/or Associate Superintendent	Assistant Superintendent	Public Relations or Information	Finance and Business	Staff Personnel	Instruction	Subject Area Supervisors	Other Directors, Managers, Superv., Coord.	Total	Students : Adm.	
Atlanta	72,500	1	2	11	5	2	6	59	49	13	148	490 : 1	4
Boston	64,319	1	2	7	7	61	16	117	20	51	282	228 : 1	1
Cleveland	80,118	1	1	3	1	3	8	1	49	36	103	778 : 1	8
Louisville	98,669	1	7	8	3	33	7	15	29	40	143	690 : 1	7
Memphis	110,032	1	2	8	3	8	15	3	69	107	216	509 : 1	5
Milwaukee	87,000	1	1	5	5	15	11	11	113	60	222	392 : 1	2
St. Louis	62,389	1	4	1	1	7	3	4	5	103	129	484 : 1	3
Washington, D.C.	99,366*	1	2	8	1	3	2	2	11	142	172	578 : 1	6
Surrounding Washington, D.C. Area School Systems													
Alexandria City	10,855	1	2	4	1	2	2	2	8	3	25	434 : 1	1
Baltimore City	129,984	1	11	16	7	5	3	25	20	49	137	949 : 1	6
Baltimore County	97,664	1	5	7	3	5	12	15	39	19	106	921 : 1	5
Fairfax City	127,542	1	3	12	1	27	30	13	39	81	207	616 : 1	3
Montgomery County	98,175	1	9	-	2	17	11	25	26	75	166	591 : 1	2
Prince George's County	122,000	1	1	6	2	13	14	79	35	37	188	649 : 1	4

a/ Includes Decentralized Office Staff.

*Does not include Tuition Grant or Pre-School Students.

SOURCE OF DATA: Salaries Paid Professional Personnel in Public Schools, 1980-81, Part 2, Educational Research Service Report

A COMPARISON OF THE COST OF CENTRAL OFFICE ADMINISTRATORS BY RESPONSIBILITY CATEGORY FOR SELECTED LARGE CITY SCHOOL SYSTEMS AND SURROUNDING WASHINGTON, D.C. AREA SCHOOL SYSTEMS

(1980-81)

Large City School Systems	Fall 1980 Enrollment	COST OF CENTRAL OFFICE ADMINISTRATORS BY RESPONSIBILITY CATEGORY (INCLUDES DECENTRALIZED OFFICE STAFF)										AVERAGE COST FOR CENTRAL OFFICE ADMINISTRATORS PER:		
					DIRECTORS, MANAGERS, COORDINATORS, AND SUPERVISORS FOR:									
		Superintendent	Deputy and/or Associate Superintendent	Assistant Superintendent	Public Relations or Information	Finance and Business	Personnel	Instruction	Subject Area Supervisors	Other Directors, Managers, Superv., Coord.	Total Cost	Administrator	Student	Teacher
Atlanta	72,500	$ 58,700	$ 99,406	$452,969	$128,605	$ 66,744	$ 179,328	$1,644,861	$1,342,355	$ 444,041	$4,417,009	$29,845	$ 60.92	$1,203
Boston	64,319	50,212	83,000	251,902	184,415	1,151,802	427,072	3,067,623	575,560	1,089,870	6,881,456	24,402	106.99	1,507
Cleveland	80,118	50,000	47,499	124,710	21,400	129,384	305,384	34,931	1,570,499	1,204,092	3,487,899	33,863	43.53	819
Louisville	98,669	59,602	322,343	358,304	60,177	1,123,881	209,139	565,320	788,394	1,276,720	4,763,880	33,314	48.28	867
Memphis	110,032	52,872	84,528	295,488	70,308	240,240	402,780	95,700	1,753,704	2,788,848	5,784,468	26,780	52.57	1,006
Milwaukee	87,000	57,900	51,675	235,400	171,280	521,715	369,138	419,111	3,415,877	2,042,760	7,284,856	32,815	83.73	1,532
St. Louis	62,389	59,459	190,480	37,290	29,960	206,598	82,881	107,912	135,730	2,482,197	3,332,507	25,833	53.41	956
Washington, D.C.	99,366*	55,400	99,904	338,128	35,121	142,665	82,764	92,170	345,829	4,262,272	5,454,253	31,711	54.89	1,041
Surrounding Washington, D.C. Area School Systems														
Alexandria City	10,855	$ 55,000	$ 82,200	$174,352	$ 36,350	$ 57,776	$ 69,750	$ 77,676	$ 279,864	$ 94,749	$ 927,717	$37,109	$ 85.46	$1,276
Baltimore City	129,984	57,750	447,447	570,336	194,145	138,260	66,849	670,875	556,940	1,336,230	4,038,832	29,481	31.07	577
Baltimore County	97,664	52,500	224,100	291,200	86,889	153,215	396,468	531,510	1,323,231	603,611	3,662,724	34,554	37.50	678
Fairfax City	127,542	64,015	170,301	577,596	38,683	773,739	1,005,720	485,095	1,397,955	2,666,115	7,179,219	34,682	56.29	1,081
Montgomery County	98,175	65,000	448,857	---	84,090	667,641	420,893	1,017,650	929,370	2,855,850	6,489,351	39,092	66.10	1,207
Prince George's County	122,000	61,167	52,854	271,356	46,916	438,568	522,382	2,278,518	1,192,380	1,191,844	6,055,985	32,213	49.64	1,010

* Does not include Tuition Grant or Pre-School Students.

SOURCE OF DATA: Salaries Paid Professional Personnel in Public Schools, 1980-81, Part 2, Educational Research Service Report

A COMPARISON OF THE NUMBER AND AVERAGE COST OF SCHOOL PRINCIPALS AND ASSISTANT PRINCIPALS AND THE NUMBER, TOTAL AND AVERAGE COST OF ADMINISTRATIVE AND PROGRAM SUPPORT PERSONNEL OF SELECTED LARGE CITY SCHOOL SYSTEMS AND THE SURROUNDING WASHINGTON, D.C. AREA SCHOOL SYSTEMS

(1980-81)

Large City School Systems	Fall 1980 Enrollment	Principals and Assistant Principals		Administrative and Program Support Personnel			Ratio of Administrative and program Support Personnel To:	
		Number	Average Cost	Number	Total Cost	Average Cost	Students Students: Adm.	Teachers Teachers: Adm.
Atlanta	72,500	179	$28,028	47	$1,185,810	$25,230	1,543 : 1	78 : 1
Boston	64,319	298	N.A.	212	4,859,888	22,924	303 : 1	22 : 1
Cleveland	80,118	265	29,757	25	827,825	33,113	3,205 : 1	170 : 1
Louisville	98,669	226	N.A.	117	3,695,328	31,584	843 : 1	47 : 1
Memphis	110,032	274	23,402	49	914,340	18,660	2,246 : 1	117 : 1
Milwaukee	87,000	268	33,366	16	341,904	21,369	5,438 : 1	297 : 1
St. Louis	62,389	159	28,173	113	2,734,713	24,201	552 : 1	31 : 1
Washington, D.C.	99,366*	319	31,744	363	9,190,434	25,318	274 : 1	14 : 1
Surrounding Washington, D.C. Area School Systems								
Alexandria City	10,855	38	$ N.A.	5	$ 110,770	$22,154	2,171 : 1	145 : 1
Baltimore City	129,984	414	25,777	487	9,586,595	19,685	267 : 1	14 : 1
Baltimore County	97,664	369	32,555	108	2,876,580	26,635	904 : 1	50 : 1
Fairfax City	127,542	314	34,495	144	4,500,576	31,254	886 : 1	46 : 1
Montgomery County	98,175	291	38,296	114	3,820,824	33,516	861 : 1	47 : 1
Prince George's County	122,000	318	33,358	0	0	0	—	—

* Does not include Tuition Grant or Pre-School Students.

N.A. = Data Not Available

SOURCE OF DATA: Salaries Paid Professional Personnel in Public Schools, 1980-81, Part 2, Educational Research Service Report

A COMPARISON OF THE RATIO OF STUDENTS AND OF TEACHERS TO NUMBER OF ADMINISTRATORS BY CATEGORY FOR SELECTED LARGE CITY SCHOOL SYSTEMS AND THE SURROUNDING WASHINGTON, D.C. AREA SCHOOL SYSTEMS

(1980-81)

Large City School Systems	Fall 1980 Enrollment	RATIO OF ADMINISTRATORS TO STUDENTS: Central Office Administrators	RATIO OF ADMINISTRATORS TO STUDENTS: Principals and Assistant Principals	RATIO OF ADMINISTRATORS TO STUDENTS: Total Administrators	RATIO OF ADMINISTRATORS TO TEACHERS: Central Office Administrators	RATIO OF ADMINISTRATORS TO TEACHERS: Principals and Assistant Principals	RATIO OF ADMINISTRATORS TO TEACHERS: Total Administrators
		Students: Adm.	Students: Adm.	Students: Adm.	Teacher: Adm.	Teacher: Adm.	Teacher: Adm.
Atlanta	72,500	490 : 1	405 : 1	222 : 1	25 : 1	21 : 1	11 : 1
Boston	64,319	228 : 1	216 : 1	111 : 1	16 : 1	15 : 1	8 : 1
Cleveland	80,118	778 : 1	302 : 1	218 : 1	41 : 1	16 : 1	12 : 1
Louisville	98,669	690 : 1	437 : 1	267 : 1	38 : 1	24 : 1	15 : 1
Memphis	110,032	509 : 1	402 : 1	225 : 1	27 : 1	21 : 1	12 : 1
Milwaukee	87,000	392 : 1	325 : 1	178 : 1	21 : 1	18 : 1	10 : 1
St. Louis	62,389	484 : 1	392 : 1	217 : 1	27 : 1	22 : 1	12 : 1
Washington, D.C.	99,366*	578 : 1	311 : 1	202 : 1	30 : 1	16 : 1	11 : 1
Surrounding Washington, D.C. Area School Systems							
Alexandria City	10,855	434 : 1	286 : 1	172 : 1	29 : 1	19 : 1	12 : 1
Baltimore City	129,984	949 : 1	314 : 1	236 : 1	51 : 1	17 : 1	13 : 1
Baltimore County	97,664	921 : 1	265 : 1	206 : 1	51 : 1	15 : 1	11 : 1
Fairfax City	127,542	616 : 1	406 : 1	245 : 1	32 : 1	21 : 1	13 : 1
Montgomery County	98,175	591 : 1	337 : 1	215 : 1	32 : 1	18 : 1	12 : 1
Prince George's County	122,000	649 : 1	384 : 1	241 : 1	32 : 1	19 : 1	12 : 1

* Does not include Tuition Grant or Pre-School Students.

SOURCE OF DATA: Salaries Paid Professional Personnel in Public Schools, 1980-81, Part 2, Educational Research Service Report

COMPARISON OF THE NUMBER OF CENTRAL OFFICE CLERICAL SUPPORT PERSONNEL AND RATIO OF CLERICAL SUPPORT STAFF TO CENTRAL OFFICE ADMINISTRATORS AMONG SELECTED LARGE CITY SCHOOL SYSTEMS AND SURROUNDING WASHINGTON, D.C. AREA SCHOOL SYSTEMS

(1980-81)

Large City School Systems	Fall 1980 Enrollment	Central and Regional Clerical Support Personnel			Ratio of Clerical Support Personnel to Central Administrative Staff
		Number	Total Cost	Average Cost	Clerical : Adm.
Atlanta	72,500	172	$2,164,643	$12,585	1.2 : 1
Boston	64,319	208	2,215,456	10,651	0.7 : 1
Cleveland	80,118	272	3,415,889	12,558	2.6 : 1
Lousiville	98,669	298	3,289,194	11,038	2.1 : 1
Memphis	110,032	188	2,009,904	10,691	0.9 : 1
Milwaukee	87,000	225	2,903,750	12,906	1.0 : 1
St. Louis	62,389	277	2,963,538	10,699	2.1 : 1
Washington, D.C.	99,366*	153	2,136,658	13,965	0.9 : 1
Surrounding Washington, D.C. Area School Systems					
Alexandria City	10,855	48	$ N.A.	$ N.A.	N.A. : N.A.
Baltimore City	129,984	293	3,337,703	11,391	2.1 : 1
Baltimore County	97,664	210	2,673,107	12,729	2.0 : 1
Fairfax City	127,542	151	2,136,393	14,148	0.7 : 1
Montgomery County	98,175	295	4,355,235	14,763	1.8 : 1
Prince George's County	122,000	212	3,051,914	14,396	1.1 : 1

* Does not include Tuition Grant or Pre-School Students.

N.A. = Data Not Available

SOURCE OF DATA: Salaries Paid Professional Personnel in Public Schools, 1980-81, Part 2, Educational Research Service Report

VOCATIONAL AND TECHNICAL EDUCATION

Mr. **Dymally**. You may proceed, Mrs. McKenzie, with your vocational education testimony now.

Mrs. **McKenzie**. Thank you very much, Mr. Chairman. First, I would like to introduce those persons who are with me here at the table. To my left is Dr. Otho Jones, who is the superintendent for career development programs and his assistant, Dr. Mamie Lindo. To my right is Karen Kershner of Goldberg-Marchesano, an advertising firm, one of the private businesses which has so kindly decided to support our efforts in making our career programs more meaningful. To her right is Pete Weaver, who is assistant to the superintendent for corporate relations.

I will not read the complete text of my statement, Mr. Chairman. You have it. I would prefer to highlight some of the issues therein to provide ample time for interaction with the committee.

Mr. **Dymally**. You may proceed.

Mrs. **McKenzie**. Thank you.

I am pleased to be here today to discuss the efforts of the District of Columbia public schools to successfully prepare students for their future in the workplace.

Regardless of whether a student enters work directly after graduating from high school or it occurs 2, 4, or maybe more years after through postsecondary education, we feel very strongly that the D.C. schools must be and are committed to providing the best possible educational preparation for jobs—and I mean real jobs—which are in employment fields which will need skilled personnel.

Although for the past 19 years the school system has provided complete programs of academic study in our vocational-technical schools or our career development centers, the image of vocational education students taking only shops or rudimentary accounting courses still persists. We are pleased to indicate that we are presently involved in a modernization of our career development centers. That will allow for an expansion of our programs to a larger number of students in our skill training areas. It also will give us an opportunity to experiment and develop a shared-time concept so that youngsters in our comprehensive high schools can attend our career centers and take their academic courses at the comprehensive high schools.

We would like to assist in disabusing the notion that career training forecloses opportunities for postsecondary education. We believe that we must broaden our educational outlook on the employment areas which will need well prepared high school graduates for immediate entry into skilled jobs.

With this view in mind, we are concentrating on the improvement of our career development programs within the school system, and we are also seeking support from the private sector, the future employers of our students.

We want to make our vocational-technical and career development programs much more practical. We are also very much in sync with the notion that, no matter how good our programs are, we will not be able to keep up with the trends and equipment in the private sector.

Therefore, we are seeking to make our young people much more aware of career trends, and we are seeking to make our career programs much more realistic by developing partnerships with private industry.

Mr. McKinney. If the Superintendent will allow me to interrupt, I will say this. You might be interested to know that the House Banking Committee yesterday passed out Mr. Blanchard's and my bill on the Defense Production Act, which will offer 50-percent grants for modern equipment for technical education so that high schools can keep up with business. I believe it is funded for $100 million a year.

The District would be eligible as an entity to apply for this sort of thing.

I think you are absolutely right on the dime. The school systems cannot afford to keep the kind of equipment on hand that their students will have to use when they leave. It is a lot like the IBM typewriter. There is a new one every month.

Mrs. McKenzie. Thank you so much. We will look forward to that legislation getting through.

Let me continue. I will try and be brief because we do want to interact.

We are very much concerned about the waste in human potential and productive capacity due to the failure of developers, like school systems, of human capital and users, the employers, to practice a natural relationship. Sometimes, we in the school districts talk about the relationship as having to do with volunteerism or philanthropy.

We, in the District of Columbia public schools, are trying to work out a quid pro quo arrangement so that there is accountability on both sides. It is time for us as managers of public resources to stop trying to pick corporate pockets and to start helping the public sector companies to find cost-justified approaches to coupling business interests of their shareholders with the educational interests of our youngsters.

We are starting with what we consider to be a very commonsense notion. Remember, we are in the embryonic stages of this involvement. We are starting from the position that people form partnerships to reduce costs and to make money, not to cost subsidize each other.

Therefore, we have done a bit of research. We found out that American businesses spend $1 billion annually on training employees. For example, AT&T spends an estimated $6 million to teach 14,000 employees basic skills of writing and mathematics during office hours.

We also know that employee recruitment, hiring, and turnover costs are estimated at $100 billion. We know, for example, that General Motors hired 9,000 employees to fill 1,500 jobs in 1 year.

Today's student is tomorrow's employee. Business and education are interdependent. Previous efforts to build on this interdependency has led educators to seek gifts from businesses and foundations. This type of philanthropy does not serve well business needs and does not necessarily improve education.

CAREER DEVELOPMENT THROUGH CORPORATIONS

Our early efforts in securing corporate partners have been directed toward identifying lead companies to join with us in codeveloping career-focused programs within high schools to see whether we can develop employees who will be ready to take on the responsibilities of a job and will not be prone to the high turnover rate.

Let me quickly indicate a couple of leading national companies which have indicated interest in our efforts. General Motors has agreed to spearhead the development of engineering programs building on our ongoing career development programs and on our programs within our comprehensive high schools. Please note that we are trying to make that linkage.

While a number of students are in our career high schools, 40 percent of our students continue their educations into college. But we have about 40 percent who we consider general and have probably developed no skills at all for the workplace or very few skills for the workplace.

Our local company, Potomac Electric Power Co. [PEPCO], has joined with General Motors to support the engineering effort because PEPCO, locally, is one of the area's largest employers of engineers and engineering technicians. Also, it is a pioneer in privately initiated work-study programs.

Then we move on to Goldberg-Marchesano. As I indicated, Mrs. Marchesano has been kind enough to join us for this hearing. Goldberg-Marchesano, a large advertising and public relations firm in the city, took the design leadership in November 1981 of the communications high schools, building on our career programs in communications. Goldberg-Marchesano has recruited a task force of 65 companies to support the schools, including, for example, Gannett Publications, Mutual Broadcasting System, the National Cable Television Association, and Services by Satellite, SAT Serv.

We have moved to develop a program for computer science professions. We are working with IBM [International Business Machine]. IBM has tentatively agreed to provide us with an executive to help us in the development effort for as long as 1 to 1½ years.

The program would offer elective concentrations in computer communications and business applications.

Xerox has also extended support. Digital has indicated interest in helping us develop a technicians institute. Blue Cross/Blue Shield, in collaboration with other insurance companies and banks such as NS&T [National Savings and Trust], have codeveloped a program concentrating on finance management, marketing, and office practice.

We also have talks in progress with prospective codevelopers for two other high school programs. A national hotel chain, to be specific, Hilton, has indicated an interest in helping us develop programs in hospitality professions. A large local hospital has indicated a willingness to help us develop the programs in the health professions.

We are coming to closure with Control Data Corp. on a demonstration program in educational technology wherein the company will provide state-of-the-art educational technology in one of our high schools. We will see whether we can demonstrate technology's capacity to accelerate student achievement up to three or four grade levels per year so that the young people in high schools can be helped with their achievement and also with employability skills.

With respect to improving the management of our school system, we have just recently undergone a management audit of our noninstructional services. It was funded through a Ford Foundation grant to the Council of Great City Schools.

We hope to implement a number of the recommendations which were in the initial report.

In conclusion, as we seek to improve career development offerings of our school system, we believe that our private partners have agreed to join us in our efforts because education is our business. It is time to educate in a businesslike way. More specifically, schooling is our business, and education is everybody's business.

Thank you so much.

Mr. DYMALLY. Thank you, Doctor.

Without objection, your full statement will be made a part of the record at this point.

[The prepared statement of Floretta McKenzie follows:]

U.S. House of Representatives
District of Columbia Subcommittee on Judiciary and Education
March 25, 1982

Hearing on "Vocational, Technical Professional, Alternative Education and Career Development in the District of Columbia"

Testimony presented by: Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer
District of Columbia Public Schools

Mr. Chairman, I am pleased to join you here today to discuss the efforts of D.C. Public Schools to successfully prepare students for their futures in the workplace. Regardless of whether a student's entry into work happens directly upon graduation from high school or occurs after two, four or more years of postsecondary education, D.C. schools must be and are committed to providing the best possible educational preparation for jobs - real jobs, employment in fields that will need skilled personnel.

In this context "vocational education" or "career development", according to the traditional definitions, are too limited to accurately describe the full scope of educational opportunities required to meet the demands of current and future employment needs. Historically, vocational education has meant "those students not planning to enter college." And although for the past 19 years in the District of Columbia, vocational education has always been coupled with complete programs of "academic" study, the image of vocational education students taking only metal shops and rudimentary accounting courses lingers on.

We must disabuse ourselves of the notion that "career training" forecloses on the possibilities of pursuing higher education. Also, we must broaden our educational outlook on the employment areas which will need well-prepared high school graduates for immediate entry into skilled jobs. In short, education must recognize that almost without exception, all students will be employed during their lifetimes and one of our major missions as educators is to maximize young peoples' possibilities for success in their careers.

With this view in mind, D.C. Public Schools have launched a most exciting, innovative approach to career preparation in concert with the private sector -- the future employers of our students.

As an educator, I am disturbed at the inability of too many of our young people to carve out fulfilling futures for themselves within our socio/ economic structure. As a manager of educational resources, I am committed to building cost-effective bridges between schools and careers for young people. As a member of society, I am disturbed at the waste of human potential and productive capacity due to the failure of the developers of human capital and the users of human capital to practice their natural symbiotic relationship, in ways that are beneficial to employers and young people alike.

Sometimes I feel discouraged that so many of us in public education still see corporate "involvement" as a matter of volunteerism or philanthropy. Productive working relationships seldom endure without a quid pro quo, as there is no accountability on either side. It's time for the managers of public resources to stop trying to pick corporate pockets, and to start helping our private sector companies find cost-justified approaches to coupling the business interests of their shareholders with the educational interests of our young people. Since we are now separately spending huge amounts for many of the same purposes, why not pool resources and jointly design programs for equal or better returns for each partner at less cost. This, not volunteeism and not philanthropy, is the classical notion of "partnership". Therefore, D.C. schools are starting with the common sense, old fashioned proposition that folks form partnerships to reduce costs and make money, not to cross-subsidize one another.

American businesses spend an estimated $60 billion annually on training employees. A large percentage of that amount is spent to upgrade employees' basic skills:

- ATT spends an estimated $6 million to teach 14,000 employees basic writing and arithmetic during office hours.
- Metropolitan Life devotes over 40 percent of its training and development program to English usage and arithmetic.

Employee recruitment, hiring and turnover costs are estimated at over $100 billion:

- General Motors hired 9,000 employees to fill 1,500 jobs in one year.
- Most entry-level training programs are not cost-effective because too few employees are retained past the break-even point for training costs.

Today's student is tomorrow's employee. Improperly prepared students become problems for employers. Business and education are interdependent. Previous efforts to benefit from our interdependence have led us to seek gifts and grants from businesses and foundations. Philanthropy, however, does not adequately serve business needs and does not necessarily improve education. Asking for grants is a win-lose situation. But education is not a zero sum game; it is possible to have a win-win business relationship. This is possible through investment, not philanthropy.

Project leadership and design support, rather than financial support is the more valued and less expensive role for major employers. It is not as quick or tangible as a financial contribution, and it implies accountability for new products. But our national economy is at a cross-roads in the world market, and a corporate check is no longer proof of corporate responsibility, much less a guarantee that any substantial returns will accrue to either the company or the students.

D.C. Public Schools' early efforts in securing corporate partners have been directed toward identifying lead companies to join with us in co-developing five career high schools scheduled to open in September, 1982.

Negotiations are under way with lead employers representing major local employment sectors. Lead employers include national companies, such as General Motors and Control Data Corporation, as well as large firms with a substantial local presence, such as IBM and Blue Cross/Blue Shield.

Among the companies we have contacted, interest in our approach has been high and sustained. From our negotiations to date, we can assess at least a 90% probability for closure with the following projects:

- High School for the Engineering Professions

  General Motors has been designing with us a high school for the mechanical, electrical, and industrial engineering professions since October, 1981, based largely on its experience with the General Motors Institute for Engineering and Management. Potomac Electric and Power Company (PEPCO) joined as the local lead developer in March, 1982. PEPCO is not only one of the area's largest employers of engineers and engineering technicians, but is also a pioneer in privately initiated work-study programs, through its Advanced Career Training Project. An institute for technician training is being developed by Digital, and will probably be affiliated with this high school.

- High School of Communications

  Goldberg-Marchesano, a large advertising and public relations firm, took the design leadership in November, 1981, for the communications high school, which will offer concentrations in advertising, public relations, communications arts, and print and broadcast journalism. Goldberg-Marchesano has recruited a task force of sixty-five companies to support the school, including for example, Gannett Publications, Mutual Broadcasting System, National Cable Television Association, Services by Satellite (SAT Serv), and a number of local broadcasters, publishers, and advertising/public relations firms.

- High School for Computer Science Professions

  Because it is a large local employer with a national track record for coupling business and public interests, we're working with IBM, with a view toward co-developing the computer science high school. Housed within a comprehensive high school, the program would offer elective concentrations in, for example, computer communications and business applications, and computer science, programming and operations. Xerox has also extended general support in this area.

- High School for Business Professions

  The business high school will offer concentrations in finance, management, marketing, and office practice, including the use and applications of business machines and systems. Blue Cross/Blue Shield, in collaboration with other insurance companies and banks, such as NS&T, are the co-developers.

Talks are in progress with prospective co-developers for two other high schools -- a national hotel chain for hospitality professions and a large local hospital for a high school of health professions.

Two other important joint ventures are also under way:

- A Demonstration Program in Educational Technology

  Control Data Corporation, a leader in the development of instructional software, is working with us to install the state-of-the-art in educational technology in one of our high schools. Scheduled to start this June, the joint venture is seen as a national demonstration of technology's capacity to accelerate student achievement up to three or four grade levels per year.

- Management Audit of Non-Instructional Services

  The Ford Foundation, through the Council of Great City Schools, recently completed a management audit of our non-instructional systems, such as payroll, procurement, and automated information services. The audit confirmed the prospect of substantial savings through a management improvement program that is now underway.

In conclusion, and as our private partners have agreed: Because education is our business, it's time to educate in a business-like way. Thank you.

EMPLOYMENT AND
TRAINING REPORTER
BNA
*A weekly review of manpower developments by
Ruttenberg, Friedman, Kilgallon & Associates, Inc.*

Education

BUSINESS MOVES TO FILL THE BREACH IN PUBLIC EDUCATION IN NATION'S CAPITAL

Plans are under way in Washington, D.C. to establish career high schools under an innovative public/private partnership between the local school board and private industry. Details are yet to be worked out, but the Washington school superintendent expects to have five such high schools operating under business sponsorship in the fall of 1982. Each "magnet" school will concentrate on a specific occupational area.

The initiative for the program came from D.C. school Superintendent Floretta McKenzie, who has sought both leading national corporations and local businesses as sponsors. Control Data, General Motors, and International Business Machines are among the corporate leaders currently in the final stages of negotiation with the superintendent's office in what could amount to a $1 million first year-investment, according to Peter Weaver, a spokesperson for the superintendent.

The superintendent's office has concentrated on approaching the national leaders, and is relying on them to put together and head a "consortium" of businesses to sponsor each of the schools. The occupational areas currently under discussion are engineering, computer sciences, communications, business-finance-insurance, and hospitality professions, such as hotel management.

The participating companies will provide a lot more than financial contributions, Weaver noted. They will be involved in designing the school curriculum, providing staff resources, loaning equipment, arranging cooperative work-study assignments, and providing placement services for the students, he explained. What company will provide which resources will be decided by the consortium members.

The Bottom Line

The school system is not looking for corporate philanthropy, Weaver stressed. Instead, it views private sector involvement as "an investment," and has tried to sell the plan to corporations on that basis.

There are three major advantages of the program for businesses, according to Weaver. First, by turning out a supply of young workers who are job ready and trained, the career high schools can help attack what have been growing problems for industry in recent years: high employee turnover, high costs of staff replacement and recruitment, and the need for in-house remedial training and education. The schools will offer not just skills training, but basic education and training in good work attitudes, Weaver stressed.

Second, working with the schools can provide a potential source of new markets for businesses which are involved with the education products. For example, a corporation like Control Data, which has done a lot of work with programmed learning, could demonstrate the effectiveness of its products in the schools, Weaver suggested.

Third, businesses can use the sponsorship to improve their corporate image and develop good community relations. The recognized need for a supply of trained young workers remains the major motivation for the corporations, however, Weaver said.

The D.C. school system wants the businesses to "design their own independent assessment" to determine how well the new schools do their job. This will enable them to measure the program's success in "business-like terms," looking at such items as reduction in turnover, recruitment costs, and in-house training and development needs, Weaver said.

He added that job placement rates alone would not be sufficient indicators, because how long persons stay on the job is also crucial. A precise measurement system still needs to be designed and it will be up to the businesses to do so, Weaver said, adding that the school system would also be conducting its own assessment.

Multi-level Training

Weaver claimed that the business high schools will prepare students for all levels of jobs within the occupational field of study. It is expected that some of the students will take jobs immediately upon graduation, while others will enroll in post-secondary education. This will differentiate the new schools from traditional vocational education schools, which tend to train students only for entry-level jobs following high school graduation.

Admission requirements will vary with each school, and the standards will be set jointly by the business consortium and the school system, according to Weaver. Traditionally, "magnet" or "theme" schools have been established to promote racial desegregation, but that is not a primary purpose of this venture, Weaver stressed.

Curriculum

Students in the career high schools will take a normal academic load as well as specialized training in their chosen career areas. Their hours will probably be longer than those of the average high school student, since they will also participate in work experience projects. Weaver said it is not clear yet whether the cooperative work experience program, which will be a major part of the curriculum, will involve alternating periods of three or four months in the classroom and on the job, or whether the students would combine work and school on the same days. The business consortia will decide this issue, he said, explaining that they would look for a schedule that best meets the needs of the students and the participating businesses.

Weaver said that although the papers are still to be signed with the lead companies in the consortia, the superintendent expects that the five schools will open their doors in September. "This is ambitious," he said, "but doable." He added that it might be possible to start with even more schools, but the school system doesn't want to make the mistake of "biting off more than we can chew."

Engineering Pilot

The Houston school district provides another example of a business-sponsored high school. Like the schools now contemplated for the District of Columbia, the Houston High School for the Engineering Professions brings together a number of national and local businesses as sponsors (currently, 22). They contribute money, expertise, equipment, and personnel to the school. Business professionals from the firms also help design and update curriculum and provide technical expertise reflecting the latest developments in technology.

However, unlike the D.C. pilots, which will stress immediate occupational placement as well as advanced training, the Houston high school is interested only in preparing students for further education in the engineering sciences or related fields. Since its establishment in 1975, it has become a major recruiting ground for colleges and universities.

The Houston magnet school also resulted from a conscious commitment to promote desegregation in the city schools and to move minority and female students into the engineering professions, long bastions of white male workers. The impetus for the D.C. schools, in contrast, seems to come from the growing concern about the links between quality education and the development of a trained workforce.

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CHARLOTTE MOSER
LESLIE ZUPAN
Contributors

NEW YORK REPRESENTATIVE:
A.J. LANDAU
310 MADISON AVENUE, SUITE 711
NEW YORK, NEW YORK 10017
(212) 490-2777

MID-WEST REPRESENTATIVE:
REYNES & ASSOCIATES
2 NORTH RIVERSIDE PLAZA, SUITE 801
CHICAGO, ILLINOIS 60616
(312) 930-9496

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EDITORIAL & ADVERTISING OFFICES
1010 WISCONSIN AVENUE, N.W.
SUITE 420
WASHINGTON, D.C. 20007
(202) 342-0410

LETTER FROM THE EDITOR

A Call To Action

Whether or not it's what President Reagan had in mind when he called for increased "volunteerism," the newly announced involvement of the local business community in the D.C. school system is an excellent example of how private sector/public sector cooperation can help solve the nation's social problems. We think the idea merits your full support.

For too many years, the average inner-city graduate of the District's public schools could look forward to little more than a fast track to frustration. Simply put, a high school diploma from the District of Columbia hasn't been of much use in finding employment, at least employment with a future. More and more D.C. high school grads—deficient in basic writing and math skills, and unfamiliar with standard work habits and attitudes—have been ill-prepared either to go on to college or find work in Washington's increasingly high-tech white-collar business sector. Clearly, public education in the District has not been doing what it's supposed to be doing: preparing young people for the rest of their lives.

Now it appears that help—and change—is on the way. Last month, the D.C. school superintendant Floretta McKenzie announced that five new high schools would open in the District, perhaps as early as next September. The new schools, which would complement existing academic programs, will specialize in engineering, computer sciences, communications, banking/insurance, and hospitality professions. The idea is to educate and prepare students for the kinds of jobs that will be open to them when they graduate.

What makes these new programs so significant is that the business community is being welcomed to participate in the effort. While the announcement that the Goldberg/Marchesano agency would set aside $20,000 for the communications high school has received the lion's share of attention, there is plenty of room for other Washington businesses to join in—with expertise, goods, services, and funds. In fact, the greater the level of involvement on the part of Washington businesses, the greater the chance for success of the project.

This is not just do-gooder philanthropy we're talking about. It's a chance for Washington's private sector to invest in its future by helping to shape the profile of tomorrow's labor pool. Clearly, business will gain if the school system produces graduates who are better equipped to work in business. And the community as a whole will obviously be better off if more people can find a meaningful role in the regional economy.

The new "private-public partnership" can work. What's more, it should work. But don't think of it as just a nice thing to do.

Think of it as the smart thing to do.

□□□

Over 100,000 people ride in taxi cabs in the District of Columbia everyday, and calling a cab is a shared experience of probably 85 percent of the readers of this magazine. Yet outside of raising an arm in a hailing gesture, or being confounded by the District's arcane zone system, most people know next to nothing about Washington's taxi business.

As reporter Andrew Alexander tells it in this month's cover story, Washington's taxi industry is big, bad and bewildering. It's also in trouble. Washington remains the only major city in America that neither operates on a meter system nor relies on a handful of large fleets to provide cab service. The idea behind the set-up is that individual drivers can make as much money as they want—and thereby provide the best possible service in the process.

Yet if that's the case, why is the number of drivers shrinking as the city thrives? Why are city hackers continually pleading for increased rates? Why, in short, do many observers think the taxi industry is dying? Starting on page 50, Alexander provides some answers.

—H.J.F.

The D.C. school system is looking for a few good businesses.

Maybe you've read about it. Maybe you've heard the talk.

Superintendent of Schools Floretta D. McKenzie is starting an educational revolution. It's going to be the greatest thing ever to happen to the D.C. school system, and your business can be a part of it.

In the fall of 1982, the District of Columbia is planning to open career high schools designed to combine top-notch academic instruction with job training in the fields of communications, banking and insurance, engineering, computer sciences, and hotel management.

This ambitious program will give high school students an unparalleled opportunity to discover the real world. They'll be introduced to the ways of business. They'll be taught the skills they need to get first-rate jobs, and there will be jobs waiting for many of them when they graduate.

Each career high school will open under the sponsorship of businesses in a particular field. As reported in The Washington Post, General Motors will support the High School of Engineering; Control Data is looking at the High School of Computer Sciences; and Goldberg/Marchesano and Associates Inc. of Washington, D.C. is spearheading the D.C. High School of Communication Arts.

That's where your business fits in. Floretta McKenzie and Goldberg/Marchesano need the expertise and assistance of all businesses in the communication field in establishing this unprecedented school.

We're not looking for charity. We're looking for your help in solving a major problem in Washington: inadequate support for public school education.

Yes, the program needs money. But more importantly, we need businesses who can provide experts to conduct seminars and serve as classroom and workshop teachers.

We need firms who are willing to provide technical assistance in the design and construction of the school's communication facilities.

We need companies who can develop internships, scholarships, summer job assignments, and who can provide entry-level positions for the school's graduates.

We are pleased that many of our clients and colleagues have already pledged their help and support, including:

American Film Magazine
Creamer Dickson Basford
Paul S. Forbes and Associates
Fraser/Associates
Mutual Broadcasting System
National Cable Television Association
National Captioning Institute
PBS
Public Service Satellite Consortium
Redtree Associates
Regardie's Magazine
Rodel Audio Services
Services by Satellite (Sat Serv)
Beth & Bill Swanson
David Swanston & Associates
Titsch Publishing (Cablevision Magazine)
88.5 FM (WAMU)
Washington Business Review
WETA-TV/FM
WMAL-AM63
Winter-Fried Associates

If your firm can provide the kind of support the D.C. High School of Communication Arts needs, fill out the coupon below and return it to Karen Kershner, Senior Vice President, Goldberg/Marchesano and Associates, Inc., 1910 Sunderland Place, N.W., Washington, D.C. 20036.

Goldberg
Marchesano
Advertising & Public Relations

With your help, the kids can't fail.

My firm wants to help the D.C. High School of Communication Arts. You can count on us to (you may check more than one):

☐ Provide teachers or lecturers.

☐ Assist in the design of facilities (i.e. broadcast studios, printing rooms, etc.).

☐ Provide internships, scholarships or summer jobs.

☐ Create entry-level positions for graduates.

☐ Make a financial contribution.

☐ Other ____________________

Send me information about the following school(s):

☐ Banking and Insurance

☐ Engineering

☐ Computer Sciences

☐ Hotel Management

Name ____________________
Firm Name ____________________
Address ____________________
____________________ Zip ________
Phone No. ____________________

Mail to: Karen Kershner, Senior Vice President,
Goldberg/Marchesano and Associates, Inc., 1910 Sunderland Place, N.W., Washington, D.C. 20036.

Mr. DYMALLY. I would like to hear from the advertising sector. We politicians have to advertise to stay alive.

What are you doing in vocational education?

Mrs. KERSHNER. I do not have a prepared statement, but I will surely be able to go over what we are doing.

Goldberg-Marchesano, unlike Control Data and IBM is not a giant national corporation. We are a local Washington, D.C.-based advertising agency.

We became involved in the project, as the Superintendent mentioned, last November in the area of a communications high school, which would include such subject areas, in addition to advertising, as journalism, radio-television technology, printing, and photography. Printing, as you may know, is one of the primary blue collar businesses now in the Washington area.

I will say, as one of the partners, that we have been very impressed with the Superintendent's staff and the curriculum development specialists we have been working with. I do not know what we expected, but so far we have not run into any redtape. We find people who are direct, forthright, and oriented toward getting the job done.

The job is to educate students to make those who will not go on to college immediately employable in the job market and to academically prepare those who will go on to college.

We have met some of the faculty, the teachers, and the students themselves. The students, I think, were quiet, very hardworking, very industrious, and very serious. They are taking the concept very seriously. It is their lives we are talking about.

Our activity at this point has been primarily to solicit other communications businesses to get involved in the high schools. In that regard Goldberg-Marchesano has paid for advertisements to run in the Washington Post business section and in other business publications in Washington. From that, we have had the response now of close to 70 businesses of all types—small, large associations, corporate profitmaking groups—which want to become involved.

A lot of them want to go into the schools as guest lecturers and to help the schools develop curricula. A lot of businesses are willing to provide internships, which is a very key part of the program.

We really did not know what was out there until we asked. There were ideas which we did not even think of. One company would like to endow a scholarship at one of the Washington, D.C. universities and earmark it for a graduate of the communications arts high schools. Another association told me that they had on file all kinds of research on job opportunities in their field right now as well as projections for 5 and 10 years down the road, which they would be willing to give to us so that we would not have to reinvent the wheel and get all the information about what is out there.

One company said that they had a radio studio which they would let the students use so that the school would not have to go to the expense of fully equipping and building a radio studio. The studio is the latest, state-of-the-art technology.

For me and for my company it has been a very heartwarming experience. It has actually been very surprising in the kind of response we have had.

I will say that we see our role as supplemental. We cannot replace what the schools do. We are not educators. We cannot work 8, 10, and 12 hours a day for the school system, but we are willing to give a portion of our time and, I think, a substantial commitment. We have been very gratified to find that there are other businesses in this community which are willing to do the same.

Mr. **Dymally**. Mr. McKinney?

Mr. **McKinney**. I would like, Doctor, to congratulate you on the whole program. It is a real step forward. It makes so much sense.

Most people are not aware of the figures you brought out. I am glad you put them on the record. There is an enormous amount of money being spent by American companies just for basic reeducation.

You can also give children the real feeling that, when they get out of high school, there will be something they can do.

I may just buy you an airplane ticket and take you up to Bridgeport, Conn., to have a little talk with the board of education up there. I have done alright with Stamford and Norwalk, but I am having some trouble with Bridgeport.

I want to ask you this. We have Mr. Manasa coming up to testify later. I want to ask you some questions about that inasmuch as you have to leave.

WASHINGTON EDUCATION PROJECT

You know of the Washington education project wherein college students receive credits to tutor in the schools. Do you think that would be a logical complement to the Operation Rescue effort, or do you feel that the two programs probably could not work together?

Mrs. **McKenzie**. The Washington education project, Mr. McKinney, is described as college students getting credit for tutoring our youngsters. I think we stumbled into implementing some aspects without considering a formal context.

I think you are aware that, in trying to improve the achievement of youngsters, we tried to expand Operation Rescue. One component of that was getting some students from the University of the District of Columbia to come in and tutor. We are trying to get some from the University of Maryland.

OPERATION RESCUE

Very clearly, that can be a very important supplement or component of our Operation Rescue effort.

Mr. **McKinney**. I noticed in the profile of Operation Rescue which you sent me that only about 14 percent of the volunteers are students. I was fascinated to see that 36.7 percent are professionals.

It seems to me that, if this sort of program could be started, you would have a guaranteed tutor at a guaranteed hour. If he does not get there when he is meant to get there, or when she is meant to get there, he or she will not receive any credits.

It also fascinates me because it covers a broad spectrum of university students. You are not just dealing with English students, for example.

In your opinion, if we could get this organized, do you think that the District would be willing to work on it as a parallel venture to bring tutors in?

Mrs. McKenzie. I think it would indeed be very helpful. We would be pleased to explore it.

Mr. McKinney. The City Council found this out last week. There are 90,000 students in the District of Columbia, which is almost an impossible figure to believe. We do have five major universities, not to mention all of the small colleges. Nothing, it seems to me—and I would like your opinion on this—is as effective as an hour of one-on-one tutoring.

We will be hearing from Mr. Manasa shortly. The program has worked in Miami in quite a healthy fashion. We will see whether we can put it together and have them approach you so that you might act together. I think it would be a wonderful addition to you. The cost is right. It is zero. That is an amazing thing in the world of today.

Mrs. McKenzie. We would be very pleased to explore this opportunity. I think it would be wonderful for our students.

Let me just say one thing about the professional tutors. The dean of the College of Medicine of Howard University is a tutor. He enjoys his work. I met him at an evening affair. He wanted to know whether he could tutor through the summer.

Our professionals are very dedicated. They come when they are expected. It has been very rewarding and exciting.

I have also seen onsite male students working with little children. That is a very, very important involvement. The children can relate because the students are closer to them in age. I do believe this would be a very important and worthwhile direction for us to take.

Mr. McKinney. That is amazing. I guess, given the horrors of being dean of a university or a superintendent of schools, it is nice to get back to children and teach them for an hour.

Mr. Dymally. Do any of your colleagues want to bring up any specific points they may have, Dr. McKenzie?

Mrs. McKenzie. I will ask Dr. Jones whether he has a point he would like to make.

CAREER DEVELOPMENT THROUGH CORPORATION

Mr. Jones. I believe everything has been covered.

Mrs. McKenzie. Pete Weaver has done an excellent job as corporate relations assistant.

Would you like to make a comment?

Mr. Weaver. I would only like to reaffirm an earlier statement, namely, that we found the business community in our town, and even some national companies who do not hire in our town, to be extremely receptive to our approach, which is not philanthropy. It couples their own business interests with the public interest in education.

From a personal point of view, I would like to suggest this as an approach to public education in general. It makes sense, educational sense and business sense for the private partners.

There is a place for volunteerism, of course, and for philanthropy, but the limitations on that are great. I think the figures in today's paper show that they are about $6 billion. They are not nearly enough to make the impact which we here today feel needs to be made.

Coupling a business interest with a public interest, we feel, is a more fruitful approach.

Mr. **McKinney**. I would like to emphasize what you are saying, and then I will keep quiet. In 11 years of being in Congress, I have had 32 Fortune 500 corporations' headquarters move into the Fourth Congressional District of Connecticut. Every single one of their presidents has asked where they will get the clerical help they need. They are not bad jobs. They offer $9,700 to $11,500 to start.

However, I have children walking around, leaning against lamp posts, unable to get jobs.

It is costing businesses an enormous amount in recruitment. It is costing the children a lifetime. It is a tragedy. What you are doing is a wonderful thing.

In Stamford, they have awakened to this. The children leave high school and make the concrete choice. They go right to a placement bureau.

I wonder whether you have a placement bureau for high school graduates or a placement office.

Mrs. **McKenzie**. We work cooperatively with the Department of Employment Services. In fact, we have four centers in our high school. Our career development centers place their own students. I think they have placed 78 percent of their graduates.

We are strengthening that component but we do have structures in place.

Mr. **McKinney**. You should be very proud of that.

Our companies are now going to the high schools and saying that they need a given number of key punch operators and this and that in the next 6-year period. They are working together with the school system. The school system is saving money. It is graduating students with a meaningful life. The companies are saving a fortune.

Up until now, the companies have had to do the training in-house. It is a very expensive thing to put someone on the payroll and train them in-house. As corporate presidents will tell you, they really do not want schoolrooms. They would like that to be done somewhere else.

Mr. **Weaver**. All we are saying is that the company is to come and help us design courses in the schools, which make it easier to hire the kind of people they are looking for. We are saying that there are some things that they can do more cheaply with us than they can do without us.

Mr. **Dymally**. You touched on a national dilemma. How do you hook up the young people without adequate training with the employer who has job vacancies with the school in the middle?

Let me take a minute to talk about a very successful California model. It is called CWETA [California Worksite Education and Training Act]. It is a consortium of the Department of Employment, the community colleges, and the private sector. The State is the conduit.

What they do, in effect, is to take the benefit payments and use the benefit payments to subsidize the trainee. The trainee becomes an employee first and a trainee second. They use the community colleges or any community-based group to help with the training.

At the end of the training period, the person is upgraded. They do not train for a job. They put him right in. The State has put about $30 million into the program this year with all of their budgetary problems.

They concentrate their efforts, basically, on the aerospace industry. It has been very successful in California.

Mr. **Weaver**. I will make one other comment, if I may. As the Superintendent's business person brought in from the outside, I would like to urge a full speed ahead on your efforts to avail public education of some of the tax benefits which are being made available to private enterprise. I see no reason why that should not happen. I see great upside potential for it.

Mr. **Dymally**. In the CWETA program, the employer gets Federal tax benefits. They also get State tax benefits if the trainee was a recipient of benefit payments.

I see that Reverend Eaton has joined us. Before we ask him to address this subject, I have one question for you and all of your Superintendents across the Nation.

Basically, we are training all of our high school students to go to college. Is that correct? That is where we are.

Is it 40 percent who end up in college?

Mrs. **McKenzie**. Yes.

CAREER EDUCATION

Mr. **Dymally**. At that, a smaller number graduate.

Is there some way that in the junior or senior year we could begin to say that there is nothing wrong with being a plumber, or something like that. "Ask your mother what happened to her the other day when she called the plumber." Or can we say: "You do not need a college degree to be a computer technician." The word now is not typist. It is word processor. Is there a way to say that there are lots of opportunities available?

Are we moving in that direction nationally or even locally?

Mrs. **McKenzie**. Congressman Dymally, I know most certainly that we hope we are moving in that direction. That is one of the reasons why we have made this effort so visible. As superintendent, I believe that a youngster picks a career and then determines how much education he or she will need to get there, whether it is going into the career from high school or going in 2 or 4 years after, from college.

The fact of the matter is that we have to dignify all work.

Mr. **Dymally**. You stole the words from my mouth. I was just about to ask—if I may interrupt you—whether advertising is doing anything to dignify technical education.

Mrs. **Kershner**. I think that the exposure which the students will have to the businesses is part of the plan. If you mention television to the average high school student, he immediately thinks of

Dan Rather and other glamorous anchor persons. In fact, there are many, many job opportunities in an area like television. Very few people get to be Dan Rather.

One of the goals of the schools would be to allow the students to see just what job opportunities there are available.

Mr. **Dymally**. Continue, Dr. McKenzie, but answer the question about your specialized schools for us. Will you do that? Are you moving into an area in some specialized schools now?

Mrs. **McKenzie**. Yes. We have career development centers with skills training clusters, as were described by Miss Sandifer. We are also looking at expanding on that concept within a number of our comprehensive high schools in cooperation with career development centers.

For example, at Ballou High School we have a math-science program with some computer training. We will probably build on that, perhaps an engineering program or a technicians institute.

Within another high school we will build on our career development centers' efforts in business services and couple that with financial management. There will be cluster programs within our comprehensive high schools, or schools within schools.

However, some will be citywide programs attracting youngsters from all over the city. We have a very flexible conceptual framework. Our main objective is to excite the students about the career possibilities, to get them involved in internships and on-the-job training. There is summer work for our teachers in some private businesses. We are exploring that. We are exploring exchange programs for our managers.

Our concept is indeed broad and very flexible. There will be specialized programs.

Mr. **Dymally**. Are you moving toward the specialized technical high school?

Mrs. **McKenzie**. We have specialized technical high schools. We will accentuate technical training in our regular high schools.

Mr. **Dymally**. Mr. McKinney.

Mr. **McKinney**. I only want to say that I am one of the few around here who is not a lawyer. I ran four tire shops. It always amazed me that a mechanic could come to work for me, and I did not care whether he was 18 or 24. He would make $12,000 a year. That was 11 years ago.

However, I could never find a mechanic.

Nevertheless, the State of Connecticut would say that they could not afford to train mechanics, but they could afford to take the child who became bored on the street and threw a rock through a window and send him to the State prison for $22,000 a year.

I think this is vitally important. There is a desperate need for the basic trades. There is a desperate need for people to work. Education's job, I think, has to be to put those two factors together. There can be no human life without work. It is an inhumane situation without it.

Mrs. **McKenzie**. We train mechanics. We have asked General Motors for the latest equipment, as a corporate contribution, to help develop mechanics for their dealerships. They have agreed to provide us with some of the very latest in motors, not to just send us old cars or old equipment to work with. They have indicated a willingness to help us upgrade some of our automobile training facilities.

We are not only talking about glamorous kinds of job. We are talking about plumbers, electricians, printers, folks in culinary arts, and the whole range. They are all very important. We want to concentrate on the areas where there will be jobs in the future.

Mr. McKinney. I would say that a weekly pay check is a lot more glamorous than a monthly welfare check.

Mr. Dymally. Reverend Eaton, do you want to make your statement?

Reverend Eaton. I want to apologize for being late, Mr. Chairman. Being a clergyman, I still cannot stop my parishoners from becoming ill and dying. I have made that request but they do not seem to comply.

Mr. Dymally. Here we thought you were God.

You may summarize your statement if you wish.

STATEMENT OF REV. DAVID H. EATON, PRESIDENT, D.C. BOARD OF EDUCATION

Reverend Eaton. I really only came to say amen because I know Mrs. McKenzie, and I know what she has said.

My testimony dovetails, as it usually does, into Mrs. McKenzie's report. I would like to leave the statement itself and underline the things which have been said in a conceptual way.

It is rather pathetic that we have to learn after things occur by hindsight. One of the more futuristic writers, with whom I am sure you are acquainted, is Alvin Toffler. His book, "The Third Wave," is a followup to "Future Shock." You can read the two of them independently but you get more out of them, I think, if you read "Future Shock" first and "The Third Wave" second.

He shows the seriousness of what we are getting into all over the world, especially in technological and Western countries. The first revolution, as you know, is an agricultural revolution. The types of changes which took place between hunting and gathering and the agricultural situation were drastic. It affected everything from psychic life to family life.

The second, as you know, is the industrial revolution. The third one he does not name but, as you know, he describes some of the appearances or symptoms of that revolution.

Every institution in the Western World, without exception, is going through some level of dislocation, whether it is the Congress of the United States, the Office of the President, the political system, the economic system, the YMCA, the YWCA, or school systems. I think what we have to be aware of is the type of rapid, radical changes which will occur in the educational system throughout this country in the next 10 to 15 years.

We are on the cusp now of those changes. We will need the resources to be flexible.

I just want you to know that—as the elected member at large, and the President of the Board of Education—we fully back our Superintendent in the testimony I give on behalf of the Board. We take these responsibilities seriously. We have to make these adjustments and find resources wherever we can find them to keep the educational concerns and relevance of our students and the society in which we live consistent and in sync.

That is the end of my testimony, gentlemen.

Mr. **Dymally**. Without objection, your full statement will be included in the record at this point.

[The prepared statement of Rev. David H. Eaton follows:]

U.S. House of Representatives
District of Columbia Subcommittee on
Judiciary and Education
March 25, 1982

Hearing on "Vocational, Technical Professional, Alternative
Education and Career Development in the District of Columbia"

Testimony presented by: Rev. David H. Eaton
President, Board of Education
District of Columbia

Thank you for this opportunity to address what may very well be the most pressing and important issue facing education today. That is, the ability of public education to keep pace with the ever-increasing demands of a technological society.

Although in educational parlance, the terms 'vocational education' 'career development,' and 'technical professional training' hold subtle, yet distinct connotations, I believe the broad issue under discussion today is the capability of schools to provide students with education which translates into practical preparation for the workplace of today and tomorrow.

I believe the members of the subcommittee may be somewhat congizant of the recently announced plans to establish five career high schools under an innovative public/private partnership between the Board of Education and national as well as local businesses. Ms. McKenzie will be pleased to provide you with many of the details concerning this 'investment' proposition we have launched. As an introduction to the superintendent's testimony on both D.C. Public Schools new and continuing strategies for career preparation, I would like to outline the technological gap which education now confronts and what we in the District are undertaking to bring education in line with "high tech" realities.

Let us examine for a moment just one aspect of the future job-market: computer technology.

At a recent national conference, a U.S. Department of Labor official predicted that by 1985, 80% of all jobs will require some knowledge of computers. An EDUCATION USA special issue on Technology (Jan. 4, 1982) says, "By the year 2000, as many as 65% of the work force may be employed in jobs involving the processing and communication of information. Like today's functional illiterate, times for those not trained to use technology will be tough, indeed."

And furthermore, as Newsweek put it in a February 22, 1982 cover story on the home computer, "Five years ago, it was a hobbyist's toy. Now, with astonishing suddenness, the personal computer has caught on. It is invading homes, schools and offices, fueling a multi-billion-dollar industry - and probably transforming society."

However, despite the increasing computer presence, the field of education is lagging behind in the use of available technology. Not only do we continue to focus teaching on paper-and-pencil tasks just as educators have done over the centuries, we persist in running the management side of education in outmoded, "by hand" methods.

While education always will be a "people business" and we cannot forfeit human interaction and concern to the onslaught of silicon chips and video display terminals, we likewise cannot wear blinders to avoid the present and future demands of our society.

Few school districts will be able adequately to meet the electronic future without tremendous help. They have neither the money nor the expertise even to conceive of the fast-arriving computer technology - much less respond to its challenges.

A new kind of literacy - computer literacy - must be taught. But where are the teachers who can teach it? How many teachers or administrators are computer acquainted, much less computer literate?

We immediately must involve the high tech industry in the initial planning of computer literacy curriculums, because only that industry can tell educators the specific, work-related skills that will be required during the next few years.

The D.C. school system is embarking on several initiatives to bring education in line with the technological capabilities of the times. Although some of our schools have made limited inroads in the area of computer-assisted instruction, the school system and the Control Data Corporation now are working together to begin a "state-of-the-art" program of computer learning.

Additionally, the Council of Great City Schools, in conjunction with the Ford Foundation, is assisting with the application of appropriate technology to various school management functions such as procurement, finance and personnel.

The incorporation of advanced technology into our school system will require all staff-instructional, support and administrative - to have not only a familiarity with, but working knowledge of, the various computer applications to our jobs. Thus, we will need a wide range of staff development training. Currently, the IBM, Xerox and Digital Corporations are exploring ways in which they may assist us in becoming a "computer-literate" operation.

Undoubtedly, introducing high technology into the mainstream of education is not an inexpensive proposition, despite the fact that this technological transformation has led to one of the few areas in our economy where prices are dropping instead of skyrocketing. Computing capacity that cost $70,000 in 1968 can be purchased for $800 in 1982.

However, despite the declining expense of technology, the need for providing training in computer literacy will be a costly endeavor. A neighboring school district's task force on educational technology has recommended that by 1990 each student be able to use a computer at least 50 minutes per week in elementary school, 90 minutes per week in elementary school, 90 minutes in middle/junior high, and 135 minutes in high school. Thus, the question of equitable student access to computers will become a primary issue in our attempts to improve our preparation of students for a technological world.

In the District of Columbia, as you will hear in more detail from Ms. McKenzie, we are approaching those issues of costs, availability and the broader issue of career preparation in some exciting new ways.

In conclusion, it would be less than accurate to say that we in the D.C. Public Schools have seen the future and we already stand fully prepared. It is more truthful to say, we in the District are preparing to meet the enormous challenges of the future head on, with the complete realization that the success of countless young people hang in the balance of our efforts.

Mr. **Dymally**. Of course, you are familiar with your career centers.

Reverend **Eaton**. Yes.

Mr. **Dymally**. Will you give us a word or two about them?

Reverend **Eaton**. Strangely enough, my greatest experience in education happens to be in vocational education, even though my training is in clinical psychology, theology, and philosophy. I happen to have founded the OIC in Washington back in 1965.

Mr. **Dymally**. I just organized one in my district.

Reverend **Eaton**. We will have to get together.

Mr. **Dymally**. We received about $100,000 from the aerospace industry. We will begin our first class next month. We signed the agreement with OIC this week.

Reverend **Eaton**. I will say something which sounds critical of the school system, and it is. We will have to constantly find money to update our technical—I do not like the word "vocational"—instructors.

I will leave what I have with you. I have taken the student's name and the class off. They have children in elementary school. It is an exceptional school. I cannot say it is the average school. The children are learning how to use the computer. They grade the scores of their tests. It is a competency-based curriculum. They plot how they are moving. They evaluate by computer.

I asked one of the teachers who operates the computer and teaches other people about the amount of training necessary to keep our instructors updated in the modern uses of equipment. It will be a rather considerable expense throughout the country. We need to keep equipment updated, to make decisions about whether to purchase equipment or lease. If you purchase some equipment and it is outdated in about 4 years, you are left with that equipment. We will have to make some kind of arrangements of that nature.

The reason I am answering the question that way is this. When we started OIC, we found out that the public school system did not have equipment as modern as we had because we were getting it from industry, and the school system was not.

For example, Len Holm was then the president of C&P Telephone Co. Len Holm and I would talk about what was needed. We would sit down with the president of C&P. He would assign a person to work with one of our curriculum specialists. They would write the curriculum. They would orient the instructors. It was a hand-in-glove type of affair.

The same thing occurred with PEPCO. Thompson, who is at PEPCO now, was then vice president. I worked with him in a similar matter.

I think that more and more this is what we will have to do.

Public school systems are just catching up with that. I think that our system is a few steps ahead, but I can say in all sincerity that we need to do more to update our teacher training and things of that nature.

This is what the Superintendent and the Board will be working on. We are starting now.

As you may know, all of the members of the Board are elected. The Superintendent is employed by the Board but she is a member of the Board. She participates. She is expected to recommend policy. It is not a matter of we, the elected members, making policy. We make it also but we also expect the Superintendent to make it as her responsibility. We react to her recommendations and suggestions. She is our chief educator.

I would say that at this point the recommendations which she has made and the direction in which she is going in terms of technological education, updating the system, and teacher training, are those in which the Board has supported her 100 percent.

We have even met—she may have left this out—with some of the key presidents of universities. I have had meetings with them myself to see how they can assist in updating our teacher training, even in the area of computer science.

Mr. **DYMALLY**. That is why we have you here today, to make the contact a little more secure.

Thank you very much for coming.

Let us have Mr. Manasa.

Within the framework of the Board, do you have any mechanism by which you bring all of the agencies and groups together to develop policy on technical education.

Reverend **EATON**. Yes. We do. The persons sitting here with the Superintendent are the key persons involved in that.

WASHINGTON EDUCATION PROJECT

Mr. **DYMALLY**. Thank you very much.

For the record, Mr. Manasa, will you introduce yourself to us please.

STATEMENT OF NORMAN MANASA, DIRECTOR, THE WASHINGTON EDUCATION PROJECT

Mr. **MANASA**. Good morning, Mr. Chairman and ladies and gentlemen. My name is Norman Manasa. I am a resident of the District of Columbia and head of what is called the Washington education project.

At the outset, I should like to thank this committee for the opportunity to appear. It is quite a thing for me personally and for the project in particular. I should like to begin by telling you what a privilege it is. I am grateful to have been invited.

Mr. **MCKINNEY**. I would like to welcome Mr. Manasa, Mr. Chairman, and tell him not to be nervous. This is a friendly family here.

Mr. **MANASA**. Do I sound nervous, sir?

Mr. **MCKINNEY**. We really want to get your case on the record. You can proceed by summarizing your statement, and I would ask unanimous consent that your full statement be placed in the record. I think the committee would like to hear about the project and how it works.

Mr. **DYMALLY**. Without objection, so ordered.

[The prepared statement of Norman Manasa follows:]

STATEMENT OF

MR. NORMAN MANASA

DIRECTOR

THE WASHINGTON EDUCATION PROJECT

before the

COMMITTEE ON THE DISTRICT OF COLUMBIA

U.S. HOUSE OF REPRESENTATIVES

March 25, 1982

THE WASHINGTON EDUCATION PROJECT

This is an academic program which adds an experiential component to the humanities training of college students by putting them to work teaching the poor to read. Undergraduates enter this project by registering in three-credit, pass/fail courses which marry the reality and the theory of sociology, education, economics, etc. and which teach college students things that cannot be learned through traditional classroom instruction. Since these are elective courses, all undergraduates may participate, regardless of their major.

Undergraduates in this project tutor 6 hours per week in selected community agencies as a supplement to education programs which are already in operation in these agencies. The tutoring is done on a regular schedule throughout the semester and the undergraduates sign in and sign out for each tutoring session. In addition, they meet each week in a seminar with their monitoring professor where the theory of the humanistic discipline in which they have registered is explained in light of their experience in the community.

The undergraduates benefit in four ways:

1) they obtain real-world experience which gives them a fuller understanding of the humanities;

2) they obtain an experiential background which will help them choose a major and a career;

3) they obtain an entry into the world of work and post-graduate employment;

4) they learn compassion by being compassionate.

In addition, this project provides the kind of help which the poor desperately need. One must be skilled in reading and writing in order to create wealth in a literate society. Without these skills, the poor will always remain poor and they cannot obtain these skills without long-term, individual tutoring. Since academic credit guarantees the attendance of the undergraduates as well as the expertise of the university faculty, the Washington Education Project provides the illiterate of the community with reliable and competent help at no cost to them.

This project has already worked in Miami and, in addition to Washington, D.C., could be developed in other communities as well. Several foundations and federal agencies are willing to accept proposals for the funding of this project.

For further information, please write or call:

Norman Manasa
Director
The Washington Education Project

224 Third Street, S.E.
Washington, D.C. 20003
(202) 547-3011

November, 1981

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

ASSISTANT SECRETARY
FOR ELEMENTARY AND SECONDARY EDUCATION

13 NOV 1981

Mr. Norman Manasa
Director
The Washington Education Project
224 Third Street, S.E.
Washington, D.C. 20003

Dear Mr. Manasa:

I'm pleased to know you received the support you were seeking for the Washington Education Project and that I was able to be of some help.

Keep me informed about the Project. You know I wish you success.

Sincerely,

Vincent E. Reed

Vincent E. Reed

THE WASHINGTON EDUCATION PROJECT:

PROJECT OBJECTIVES

GETTING THE FIRST SEMESTER STARTED -- WHO DOES WHAT

GENERAL OPERATION

SUCCESS OF THE MIAMI MODEL

NATIONAL APPLICABILITY

COSTS

Norman Manasa
Director
224 Third Street, S.E.
Washington, D.C. 20003
(202) 547-3011

January 9, 1981

PROJECT OBJECTIVES:

1) To offer all university undergraduates, regardless of their major field of study, courses in the humanities which will put them to work, under the guidance of university professors, teaching the poor to read. This is an attempt to marry experience and theory in individual humanities courses. Students would tutor six hours per week in an established community agency where they would directly experience the "reality" of one of the humanistic disciplines. In addition, the students would meet with their monitoring professor each week in a seminar where the theory of the academic discipline would be explained in light of the student's experience in the community.

   These are seen as three credit, pass/fail courses which may be taken by undergraduates as electives or as part of their major or minor field of study. The final decision on these matters would rest, of course, with the individual university.

2) To permit university students to learn compassion by being compassionate.

3) To provide large-scale, competent and reliable tutorial help to the illiterate of the community at no cost to them. These are the people who cannot read and write now and probably never will without day-after-day, long-term individual tutoring.

GETTING THE FIRST SEMESTER STARTED -- WHO DOES WHAT:

1) What you can do:

You may already know someone at your local college or university. If not, the Dean of the School of Arts and Sciences is, perhaps, the most likely person to see. This project involves the several humanities departments and these are usually found within this School. Before doing this, however, the Washington Education Project will be happy to send you the "red packet" which contains the detailed internal structure of the project in outline form.

To get started, this project only needs one or two professors from one or two departments and, perhaps, 10 - 30 undergraduates. There should be at least two community agencies prepared to receive the students.

* 2) What the project Director does:

The project Director at each university arranges with individual community agencies (schools, jails, Head Start Centers, facilities for the retarded, etc.) to provide tutors as a supplement to the base teaching staff of the agency. University departments are matched with community agencies that have some relation to their field of study. A hand-out is distributed to undergraduates at registration which lists the participating agencies, notes the days and times in which the work can be done, describes the specific work that the student would do, and lists the courses in which the undergraduate can register in order to work at that agency.

For example:

1) Emerson Head Start Center...M - F 9:00 a.m. to 3:00 p.m. ...tutor inner-city pre-school aged children on a 1:2

8

GETTING THE FIRST SEMESTER STARTED -- WHO DOES WHAT (cont.):

ratio as well as small group activities...Register in Elementary Education 422 or Educational Psychology 503.

2) The City Jail....M,W,F 3:00 p.m. to 6:00 p.m. only... tutor functionally illiterate adults in basic reading and writing...Sociology 500 or Economics 485.

The project Director also sets the time and place of the first general meeting of the semester. It is held on campus and all project participants must attend.

* 3) What the undergraduates do:

At registration (indeed, at pre-registration), students choose one agency from the list of community agencies prepared by the project Director. They then register in the corresponding course and will work at this agency for the entire semester. They attend the general organizational meeting.

* 4) What the community agencies do:

Agency heads determine which of their staff want tutors and name a staff member to be the agency representative for the project. The agency representative attends the general organizational meeting.

* 5) What the faculty members do:

Faculty members make a site visit to the community agency with which they are matched; meet the agency head or agency representative; attend the general organizational meeting.

GETTING THE FIRST SEMESTER STARTED -- WHO DOES WHAT (cont.):

* 6) What the Student Coordinators do:

The Student Coordinators make a site visit to the community agencies with which they have been matched; meet the agency head and agency representative; meet the university professors with whom they will be working; prepare for the first organizational meeting.

(Please note: It is the duty of the Student Coordinator to handle the day-to-day affairs of the undergraduates at their agency. They are responsible for scheduling, transportation, the record keeping of attendance, general communications, etc. This relieves the faculty members and agency staff of most of the leg work.)

* The complete list of duties for each project participant throughout the semester is contained in the Washington Education Project "red packet". The duties listed here only pertain to getting the project started.

7) The first organizational meeting:

All members of the project (faculty, agency representatives, students, Student Coordinators, and the project Director) attend this meeting. It is held immediately after registration for the Spring or Fall semesters.

The project Director first explains the general operation of the project and then the large group is broken down into groups by agency. Here the ground rules of the agency are established by the agency representative ("Yes, you can bring books into the jail if you first show them to the guard. No, you may not bring any cakes."); work schedules and transportation schedules are arranged; the time and place of the first faculty seminar is established, etc.

When this organizational meeting is completed, each undergraduate should know something about the agency in which they will be working, where it is located, how they are going to get there, what their days and hours of work are (students must tutor six regularly scheduled hours per week...for example, M,W,F 9:00 to 11:00 a.m...they must sign in and out for each tutoring session...they must make up any sessions they may have missed), who to see when they arrive at the agency, and when they see their faculty member next.

If, at this general meeting, a student cannot arrange suitable transportation to the agency, the student must choose another agency but this agency must be matched with the department in which the student has already registered.

The undergraduate should spent the first week of the semester touring the agency with the agency representative and should also receive some basic instruction in tutoring methods from the faculty member.

Actual tutoring should begin no later than the second week of the semester.

GENERAL OPERATION:

This project would be directed by a member of the university faculty and the courses would be offered on a pass/fail or credit-no credit basis. As a practical matter, students who do the required work are awarded academic credit. However, the decision to award credit remains with the faculty member who is monitoring the student. By the same token, since the agency representatives are responsible for the people in their care, they may, of course, refuse to allow university students to participate at their agency who they feel do not serve the best interests of their charges.

University students who complete the five requirements of this course listed in the "red packet" are awarded three credits at the end of the semester. Students who are not doing the work properly are informed early on of their deficiencies (poor attendance, etc.) and are permitted to drop the course or are given an "Incomplete" if their performance is not made satisfactory. (In any event, if a student's performance in the community is not satisfactory, the student should be withdrawn from the agency.)

The time required of a faculty member or agency representative is about 3 - 6 hours per week.

Participation in this project is based on the free choice of its various members. That is to say, no one would be compelled to participate and this would include the universities themselves, their professors and students as well as the community agencies and the members of their staffs (for example, individual classroom teachers, etc.).

SUCCESS OF THE MIAMI MODEL:

The Miami project ran for four years (1969 - 1973) and sent over 1,000 undergraduates and 60 professors to 14 city agencies. A complete list is in the "red packet" but these students worked as tutors in jails, inner-city schools, migrant camps, homes for the retarded, etc. in the Miami area. There were measurable successes such as these:

-- jail inmates passed the State High School Equivalency Examination and obtained a high school diploma,

-- the reading ability of emotionally disturbed children was raised two years within 3 - 5 months,

-- retarded children improved their ability to feed and dress themselves and make their own beds,

-- migrant children who spoke only Spanish gained some skill in speaking, reading and writing English.

To the general services already provided to these people by the community, the university students were able to act as that indispensible supplement which brought reliable, day-in-day-out tutoring to people who could not advance themselves without individual attention. All the community had to do was provide the base within which the undergraduates could work.

NATIONAL APPLICABILITY:

This project can be adopted on a very broad scale since the problems it addresses are national in scope and since universities and colleges generally are composed of the same organ-

NATIONAL APPLICABILITY (cont.):

izational elements, i.e. faculty, students, academic credit, course registration, etc. Any college, therefore, in any part of the country can establish this project and can do so without modification of its existing internal structure.

COSTS:

The administrative overhead of this project is its main cost. The undergraduates are not paid for their work (indeed, they pay tuition to the college to take these courses). There is no capital outlay since all tutoring takes place in community agencies which are already established (schools, jails, etc.).

The financial benefits of this project are easily seen and considerable. They are of two kinds:

-- firstly, there is the transfer of literacy from those who have it to those who do not. A college student who tutors 6 hours per week as this project requires creates $90.00 of real wealth per week (the current rate of pay for a private tutor in Washington, D.C. is $15.00 per hour; $15.00 per hour x 6 hours per week = $90.00),

-- secondly, the person who obtains the power of literacy is now able to create wealth, both for himself and the community, for a lifetime. As is clearly seen, people without literacy skills in a literate society are pretty much left to pushing brooms or taking welfare whereas people who can read and write are able to become steady economic contributors to the community.

This is not an expensive project to operate. There are virtually no costs to the community agencies and the colleges can obtain seed money from one of several Federal agencies to cover initial costs.

THE WASHINGTON EDUCATION PROJECT

Norman Manasa
Director
224 Third Street, S.E.
Washington, D.C. 20003
(202) 547-3011

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I. DESCRIPTION OF THE WASHINGTON EDUCATION PROJECT

1) A better way to educate college students during part of their training in the humanities is to put them to work in the community, under the guidance of professors, teaching the poor to read.

2) This work will provide undergraduates with an experiential component to traditional classroom instruction. At the same time, it will help them to learn their immediate responsibility to care for another.

3) Poor people -- the imprisoned, the illiterate, the retarded and the destitute -- will receive competent and reliable help on a large scale. There are thousands of college students in the District of Columbia (and many more across the nation) who are able and available to teach people to read.

4) Expenditures for higher education would yield greater productivity. Instead of "preparing" students for life through traditional classroom instruction year after year, these funds would get undergraduates a better education by having them actually do productive and essential work.

5) The economics of the times support such an effort. College students and the poor constitute two distinct groups which consume great quantities of wealth produced by the society-at-large but which produce little wealth themselves. This project is an attempt to "transfer wealth" by having college students pass on to the poor their skills in letters and numbers. The poor will then be able to create wealth in their own right since they will have the skills which are essential to the production of goods and services in a literate society. They will then be able to advance themselves through their own efforts and, at the same time, help to support the nation in the marketplace of the world.

6) The program proposed here actually works. An experimental model ran for four years (1969 - 1973) at the University of Miami and such a program could work in the District of Columbia and at colleges across the nation.

II. WHAT A STUDENT IN THE WASHINGTON EDUCATION PROJECT IS REQUIRED TO DO

Students who participate in this program do so by enrolling in a three credit, pass/fail course in one of several humanities departments. In order to receive the academic credit, students at the Miami project were required to:

1) Tutor six hours each week for the semester

2) Attend one seminar with the supervising professor each week

3) Submit a one-page report each two weeks

4) Maintain a private journal of their experiences

5) Submit a final paper at the end of the semester

ELIGIBILITY

All university students, with the exception of first semester freshmen, were eligible to take this course each semester of their undergraduate career. It did not matter what their major field of study was.

III. REPRESENTATIVE COMMUNITY AGENCIES

College students in this program do tutoring and they can do it effectively in almost any community setting. Below is a representative list of agencies from the Miami project:

1) The After School House -- a community school for young children in the impoverished area of South Miami

2) Boystown -- a home for dependent boys maintained by the Catholic Arch-Diocese of Miami

3) Carver Junior High School -- an integrated county school for seventh and eighth graders

4) The Dade County Jail -- literacy training in the men's division

5) The Dade County Jail -- literacy training in the women's division

6) The Dade County Stockade -- sentenced prisoners are prepared to take the State high school equivalency examination

7) Haven School for the Retarded -- a private facility for moderately handicapped children and adolescents

8) J.R.E. Lee Community School -- a county school for emotionally disturbed children

9) Montanari Residential Treatment Center and Clinical School -- a private facility for emotionally disturbed adolescents

10) Saint Alban's Day Nursery -- a day care center in the Black community of Coconut Grove

11) South Miami Junior High School -- a newly integrated county school

12) Spectrum House -- a private, residential treatment center for people addicted to hard drugs

13) Tucker Elementary -- a newly integrated county school for grades K-4

14) Dade County Youth Hall -- a detention center for juveniles

IV. UNIVERSITY DEPARTMENTS WHICH MIGHT PARTICIPATE IN THIS PROJECT

Humanities departments which participate in this program would register students in a three credit course on a pass/fail basis. Departments which might participate are:

* 1) Sociology

* 2) Economics

* 3) Speech

* 4) Elementary Education

* 5) Educational Psychology

* 6) Education: Administration and Curriculum

7) Psychology

* 8) American Studies

9) Philosophy

* 10) Management

* 11) Geography

* Departments which participated in the Miami project.

V. THE ORGANIZATIONAL COMPONENTS OF A SINGLE COLLEGE PROJECT WITHIN THE WASHINGTON EDUCATION PROJECT

When established at a college, this project would have five parts. They are:

1) The Project Director -- holds responsibility for the operation of the project.

2) The Faculty Representatives -- meet each week with their assigned students in order to provide the theoretical background for their experiences, as well as supervision, review, advice and evaluation. They also make site visits.

3) The Student Agency Coordinators -- these students already have had one semester's experience in the project as a regular student. They now assume the responsibility for the operation of an individual community agency. They schedule work hours for the other students, arrange transportation, keep attendance records, manage communications, and help set up effective tutoring situations.

4) The Agency Representatives -- these are staff members appointed by the community agency who have primary responsibility for effective placement for each college student within the agency.

5) The Participating University Students -- those who enroll for the course and choose, from a list of community agencies, where they will tutor for the semester.

(please note : In the operation of an agency, the Student Coordinator does most of the leg work. The time required of a faculty member or agency representative, therefore, is about 3-6 hours per week.)

VI. WHAT IS LEARNED THROUGH THIS PROGRAM

The education which takes place in the program proposed here is of two kinds: that which the university student obtains, and that which is obtained by the people in the community.

A) The Education Obtained By The University Student:

1) This program centers on the humanities and permits students to "learn by doing." It blends reality and classroom theory at the same time by giving students experience in the world beyond the campus against which to measure the value of academic instruction.

2) Students learn compassion by being compassionate. They learn their immediate responsibility to care for another. In this way, students take some first steps out of the artificially prolonged adolescence of the college years.

3) Students learn about other cultures within our society and learn not to be so afraid of them. This knowledge is essential if a multi-cultural society such as ours is to work.

4) Students learn about their own abilities and, therefore, can make more knowledgeable career decisions. They can also take an initial step toward eventual job placement for themselves.

B) The Education Obtained By The Community Resident:

1) Community residents receive regular and competent training in the use of letters and numbers, skills which they must have if they are to advance themselves in a literate society.

2) By working day after day with someone from another culture, they learn not to be so afraid of that culture.

3) The poor gain a greater appreciation of their own worth because they see themselves obtaining basic skills, and also because someone else thinks they are important and demonstrates this by providing competent help over a long period of time.

VII. SOME ECONOMIC ARGUMENTS FOR THIS PROJECT

1) The value of the tutoring which the college students will do is measurable in dollars. A tutor for a grade school child in Washington, D.C., for example, presently earns $15.00 per hour. A college student in this program would tutor six hours each week and, thereby, produce $90.00 per week in real wealth.

2) This program envisions projects at individual colleges which will continue after "seed" monies are withdrawn since the basic source of funds for any course offering (i.e. the tuition of the students) will still be there.

3) Using information which already exists, we could demonstrate how much wealth a literate person creates in a lifetime as opposed to that created by an illiterate or functionally illiterate person. Thus, we may be able to measure the amount of wealth which the college students in this program will make it possible for others to create.

4) Literacy is basic to the production of wealth. If people are not trained in the use of letters and numbers, the nation will not be able to produce the goods and services necessary to support itself. Inflation will continue to increase, our position in the world will be eroded, and the value of the dollar (as seen, for example, in the pension and social security disbursements of the future) will be greatly diminished.

terparts. This, of course, would act to trim merchandise exports.●

THE WASHINGTON EDUCATION PROJECT

● Mr. HATFIELD. Mr. President, today I am entering into the RECORD one of the most worthwhile projects I have encountered in the private sector, designed to help the functionally illiterate gain the knowledge and skill necessary to survive in today's world.

The Washington education project is the brainchild of Mr. Norman Manasa, a young man with a very good idea. In 4 years of success at the University of Miami the Summon program, as the project was called in the Miami area, assisted hundreds of people in the basic concepts of reading and verbal skills.

This program falls in line with the goals the President set during his first year in office. Self-sufficiency, less dependence on the Federal Government, and government in general. It allows the student to understand the real environment he or she will be encountering after college.

The Washington education project is an academic program which adds an experiential component to the humanities training of college students by putting them to work teaching the poor to read. Undergraduates enter this project by registering in three-credit, pass/fail courses which marry the reality and the theory of sociology, education, economics, and so forth, and which teach college students things that cannot be learned through traditional classroom instruction. Since these are elective courses, all undergraduates may participate, regardless of their major.

Undergraduates in this project tutor 6 hours per week in selected community agencies as a supplement to the education programs which are already in operation in these agencies. The tutoring is done on a regular schedule throughout the semester and the undergraduates sign in and sign out for each tutoring session. In addition, they meet each week in a seminar with their monitoring professor where the theory of the humanistic discipline in which they are registered is explained in light of their experience in the community.

The undergraduates benefit in four ways:

First, they obtain real-world experience which gives them a fuller understanding of the humanities;

Second, they obtain an experiential background which will help them to choose a major and a career;

Third, they obtain an entry into the world of work and postgraduate employment;

Fourth, they learn compassion by being compassionate.

In addition, this project does not provide the illiterate poor with more subsidy; rather, it provides them with the kind of real help which they desperately need. One must be skilled in reading, writing, and mathematics in order to create wealth in a literate society. Without these skills, the poor will always remain poor regardless of whatever other help they may obtain and they cannot learn these skills without long-term individual tutoring. Since academic credit guarantees the attendance of the undergraduates as well as the expertise of the university faculty, the Washington education project provides the illiterate of the community with reliable and competent help at no cost to them.

This project has two economies: One that might be called the microeconomy and one that might be called the macroeconomy. The microeconomy is that economy of operation which is at the heart of this project in that there is no capital expenditure to erect new buildings or to rent storefronts; there is no outlay for books or special consultants; the tutors are not paid—indeed, they pay tuition to take the courses which permit them to do the tutoring. There is no time wasted arguing over experimental teaching methodologies.

The Washington education project uses the buildings—notably the public schools—that already exist, the books that have already been purchased, and the teaching methodology that is already in operation. The classroom teacher tells the undergraduate which of the students is to be tutored, and in what subject, and with what book, and the tutoring takes place in the classroom with the learning environment in force and the classroom teacher right there to provide whatever help may be necessary.

There is nothing mysterious about this tutoring process. It is done at the level of helping the neighborhood kids with their homework and is an honorable method of instruction as old as learning itself. Even Alexander the Great had a tutor.

And this may be the only project of which the Senate has heard that brings its own money with it; that is to say, the tuition of the undergraduates. It would probably require outside funding to get this project started at various colleges but the tuition of the students could maintain the project, if a college so chooses, after seed moneys are ended.

But it is the macroeconomy, one that is external to this project and national in scope. For 200 years, people in this country could create wealth even if they were illiterate since the nature of work itself required vast numbers of workers to lift, move, plant, and reap the things that the Nation produced. Even as the country changed from an agricultural society into an industrial society and workers moved from the farms to the factories, this held true. It is the modern age, however, that sends the great machines and robots to do the manual labor of the Nation so that, as each day passes and as each new computerized marvel is introduced, the illiterate become less and less able to create wealth in any form.

The United States, if it is to remain a leader in the marketplace of the world, no longer has the luxury of keeping great numbers of its citizens illiterate. These people must be made literate for the technological era or they will likely become a vast, unemployable, and, eventually, ungovernable mass which will have to be supported for their entire lives by the rest of us.

This is a burden that the Nation cannot bear. But how are these people to be made literate? Clearly, they require individual tutoring since they have not learned to read and write, and will not learn, in a group setting. And where are we to find the thousands of tutors that are needed? Since the tutors must be literate themselves, there are only three places to look.

The literate people who work for a living have the ability to tutor, but they cannot because they are producing. There is also a great number of literate retired Americans who could do the tutoring but, since tutoring requires the tutor to appear day after day for a long period of time, these tutors, in order to be both reliable and manageable, would have to be paid. This would necessitate a $1 billion Government program with a national bureaucracy, something clearly out of the question today.

The last group, is the college undergraduates, literate, talented, enthusiastic, and very willing, I believe, to serve if asked to do so in a sensible fashion. And, with 10 million undergraduates at 3,000 colleges across the country, large enough to meet the illiteracy problem on its own scale. Undergraduates generally take eight elective courses during their college years; there is no reason why two or three of these courses cannot be devoted to this sort of a project.

At present, the undergraduates require some subsidy but create no wealth, although they are preparing to do so upon graduation. Under this project, these same undergraduates would enroll in elective humanities courses where they would create vast new wealth by teaching reading, writing, and mathematics to the illiterate poor. And the undergraduates, themselves, would get a better education in the bargain.

For the same dollar investment on the part of the Nation, thousands of undergraduates, on a purely voluntary basis, would work in community agencies all across America which desperately need the tutorial help this generation of college students can provide. I should add that this is not a dream but a description of a model project that has already worked and one that had undergraduates tutoring in jails, ghetto schools, Head Start centers, migrant camps, and homes for the emotionally disturbed.

The Washington education project reduces the economic rhetoric of the day to a workable program. Under this project, the human capital of undergraduates would expand the base of the economy by transferring to the poor the power to create wealth, thereby turning taxeaters into taxpayers. This is a worthy project that provides undergraduates with an education in life, teaches them compassion, and heals the wounds of those who suffer.

Mr. President, I submit for the RECORD information about the project.

The information follows:

THE WASHINGTON EDUCATION PROJECT

I. DESCRIPTION

(1) A better way to educate college students during part of their training in the humanities is to put them to work in the community, under the guidance of professors, teaching the poor to read.

(2) This work will provide undergraduates with an experiential component to traditional classroom instruction. At the same time, it will help them to learn their immediate responsibility to care for another.

(3) Poor people—the imprisoned, the illiterate, the retarded and the destitute—will receive competent and reliable help on a large scale. There are thousands of college students in the District of Columbia (and many more across the nation) who are able and available to teach people to read.

(4) Expenditures for higher education would yield greater productivity. Instead of "preparing" students for life through traditional classroom instruction year after year, these funds would get undergraduates a better education by having them actually do productive and essential work.

(5) The economics of the times support such an effort. College students and the poor constitute two distinct groups which consume great quantities of wealth produced by the society at large but which produce little wealth themselves. This project is an attempt to "transfer wealth" by having college students pass on to the poor their skills in letters and numbers. The poor will then be able to create wealth in their own right since they will have the skills which are essential to the production of goods and services in a literate society. They will then be able to advance themselves through their own efforts and, at the same time, help to support the nation in the marketplace of the world.

(6) The program proposed here actually works. An experimental model ran for four years (1969-1973) at the University of Miami and such a program could work in the District of Columbia and at colleges across the nation.

II. WHAT A STUDENT IN THE WASHINGTON EDUCATION PROJECT IS REQUIRED TO DO

Students who participate in this program do so by enrolling in a three credit, pass/fail course in one of several humanities departments. In order to receive the academic credit, students at the Miami project were required to:

(1) Tutor six hours each week for the semester;

(2) Attend one seminar with the supervising professor each week;

(3) Submit a one-page report each two weeks;

(4) Maintain a private journal of their experiences; and

(5) Submit a final paper at the end of the semester.

Eligibility

All university students, with the exception of first semester freshmen, were eligible to take this course each semester of their undergraduate career. It did not matter what their major field of study was.

III. REPRESENTATIVE COMMUNITY AGENCIES

College students in this program do tutoring and they can do it effectively in almost any community setting. Below is a representative list of agencies from the Miami project:

(1) The After School House—a community school for young children in the impoverished area of South Miami;

(2) Boystown—a home for dependent boys maintained by the Catholic Arch-Diocese of Miami;

(3) Carver Junior High School—an integrated county school for seventh and eight graders;

(4) The Dade County Jail—literacy training in the men's division;

(5) The Dade County Jail—literacy training in the women's division;

(6) The Dade County Stockade—sentenced prisoners are prepared to take the State high school equivalency examination;

(7) Haven School for the Retarded—a private facility for moderately handicapped children and adolescents;

(8) J.R.E. Lee Community School—a county school for emotionally disturbed children;

(9) Montanari Residential Treatment Center and Clinical School—a private facility for emotionally disturbed adolescents;

(10) Saint Alban's Day Nursery—a day care center in the Black community of Coconut Grove;

(11) South Miami Junior High School—a newly integrated county school;

(12) Spectrum House—a private, residential treatment center for people addicted to hard drugs;

(13) Tucker Elementary—a newly integrated county school for grades K-4;

(14) Dade County Youth Hall—a detention center for juveniles.

IV. UNIVERSITY DEPARTMENTS WHICH MIGHT PARTICIPATE IN THIS PROJECT

Humanities departments which participate in this program would register students in a three credit course on a pass/fail basis. Departments which might participate are: (1) Sociology,[1] (2) Economics,[1] (3) Speech,[1] (4) Elementary Education,[1] (5) Educational Psychology,[1] (6) Education: Administration and Curriculum,[1] (7) Psychology, (8) American Studies,[1] (9) Philosophy, (10) Management,[1] and (11) Geography.[1]

V. THE ORGANIZATIONAL COMPONENTS OF A SINGLE COLLEGE PROJECT WITHIN THE WASHINGTON EDUCATION PROJECT

When established at a college, this project would have five parts. They are:

(1) The Project Director—holds responsibility for the operation of the project.

(2) The Faculty Representatives—meet each week with their assigned students in order to provide the theoretical background for their experiences, as well as supervision, review, advice and evaluation. They also make site visits.

(3) The Student Agency Coordinators—these students already have had one semester's experience in the project as a regular student. They now assume the responsibility for the operation of an individual community agency. They schedule work hours for the other students, arrange transportation, keep attendance records, manage communications, and help set up effective tutoring situations.

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(Please note: In the operation of an agency, the Student Coordinator does most of the leg work. The time required of a faculty member or agency representative, therefore, is about 3-4 hours per week.)

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(1) This program centers on the humanities and permits students to "learn by doing." It blends reality and classroom theory at the same time by giving students experience in the world beyond the campus against which to measure the value of academic instruction.

(2) Students learn compassion by being compassionate. They learn their immediate responsibility to care for another. In this way, students take some first steps out of the artificially prolonged adolescence of the college years.

(3) Students learn about other cultures within our society and learn not to be so afraid of them. This knowledge is essential if a multi-cultural society such as ours is to work.

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[1] Departments which participated in the Miami project.

(4) Literacy is basic to the production of wealth. If people are not trained in the use of letters and numbers, the nation will not be able to produce the goods and services necessary to support itself. Inflation will continue to increase, our position in the world will be eroded, and the value of the dollar (as seen, for example, in the pension and social security disbursements of the future) will be greatly diminished.

PROJECT OBJECTIVES

(1) To offer all university undergraduates, regardless of their major field of study, courses in the humanities which will put them to work, under the guidance of university professors, teaching the poor to read. This is an attempt to marry experience and theory in individual humanities courses. Students would tutor six hours per week in an established community agency where they would directly experience the "reality" of one of the humanistic disciplines. In addition, the students would meet with their monitoring professor each week in a seminar where the theory of the academic discipline would be explained in light of the student's experience in the community.

These are seen as three credit, pass/fail courses which may be taken by undergraduates as electives or as part of their major or minor field of study. The final decision on these matters would rest, of course, with the individual university.

(2) To permit university students to learn compassion by being compassionate.

(3) To provide large-scale, competent and reliable tutorial help to the illiterate of the community at no cost to them. These are the people who cannot read and write now and probably never will without day-after-day, long term individual tutoring.

GETTING THE FIRST SEMESTER STARTED—WHO DOES WHAT

(1) What you can do

You may already know someone at your local college or university. If not, the Dean of the School of Arts and Sciences is, perhaps, the most likely person to see. This project involves the several humanities departments and these are usually found within this School. Before doing this, however, the Washington Education Project will be happy to send you the "red packet" which contains the detailed internal structure of the project in outline form.

To get started, this project only needs one or two professors from one or two departments and, perhaps, 10-30 undergraduates. There should be at least two community agencies prepared to receive the students.

(2) What the project Director does[1]

The project Director at each university arranges with individual community agencies (schools, jails, Head Start Centers, facilities for the retarded, etc.) to provide tutors as a supplement to the base teaching staff of the agency. University departments are matched with community agencies that have some relation to their field of study. A hand-out is distributed to undergraduates at registration which lists the participating agencies, notes the days and times in which the work can be done, describes the specific work that the student would do, and lists the courses in which the undergraduate can register in order to work at that agency.

For example:

(1) Emerson Head Start Center:—M-F 9:00 a.m. to 3:00 p.m.—tutor inner-city pre-school aged children on a 1:2 ratio as well as small group activities. Register in Elementary Education 422 or Educational Psychology 502.

(2) The City Jail: M, W, F 3:00 p.m. to 6:00 p.m. only—tutor functionally illiterate adults in basic reading and writing. Sociology 500 or Economics 485.

The project Director also sets the time and place of the first general meeting of the semester. It is held on campus and all project participants must attend.

(3) What the undergraduates do[1]

At registration (indeed, at pre-registration), students choose one agency from the list of community agencies prepared by the project Director. They then register in the corresponding course and will work at this agency for the entire semester. They attend the general organizational meeting.

(4) What the community agencies do[1]

Agency heads determine which of their staff want tutors and name a staff member to be the agency representative for the project. The agency representative attends the general organizational meeting.

(5) What the faculty members do[1]

Faculty members make a site visit to the community agency with which they are matched; meet the agency head or agency representative; attend the general organizational meeting.

(6) What the Student Coordinators do[1]

The Student Coordinators make a site visit to the community agencies with which they have been matched; meet the agency head and agency representative; meet the university professors with whom they will be working; prepare for the first organizational meeting.

(Please note: It is the duty of the Student Coordinator to handle the day-to-day affairs of the undergraduates at their agency. They are responsible for scheduling, transportation, the record keeping of attendance, general communications, etc. This relieves the faculty members and agency staff of most of the leg work.)

(7) The first organizational meeting

All members of the project (faculty, agency representatives, students, Student Coordinators, and the project Director) attend this meeting. It is held immediately after registration for the Spring or Fall semesters.

The project Director first explains the general operation of the project and then the large group is broken down into groups by agency. Here the ground rules of the agency are established by the agency representative ("Yes, you can bring books into the jail if you first show them to the guard. No, you may not bring any cakes."); work schedules and transportation schedules are arranged; the time and place of the first faculty seminar is established, etc.

When this organizational meeting is completed, each undergraduate should know something about the agency in which they will be working, where it is located, how they are going to get there, what their days and hours of work are (students must tutor six regularly scheduled hours per week . . . for example, M, W, F 9:00 to 11:00 a.m. . . . they must sign in and out for each tutoring session . . . they must make up any sessions they may have missed), who to see when they arrive at the agency, and when they see their faculty member next.

If, at this general meeting, a student cannot arrange suitable transportation to the agency, the student must choose another agency but this agency must be matched with the department in which the student has already registered.

The undergraduate should spend the first week of the semester touring the agency with the agency representative and should also receive some basic instruction in tutoring methods from the faculty member.

Actual tutoring should begin no later than the second week of the semester.

GENERAL OPERATION

This project would be directed by a member of the university faculty and the courses would be offered on a pass/fail or credit-no credit basis. As a practical matter, students who do the required work are awarded academic credit. However, the decision to award credit remains with the faculty member who is monitoring the student. By the same token, since the agency representatives are responsible for the people in their care, they may, of course, refuse to allow university students to participate at their agency who they feel do not serve the best interests of their charges.

University students who complete the five requirements of this course listed in the "red packet" are awarded three credits at the end of the semester. Students who are not doing the work properly are informed early on of their deficiencies (poor attendance, etc.) and are permitted to drop the course or are given an "Incomplete" if their performance is not made satisfactory. (In any event, if a student's performance in the community is not satisfactory, the student should be withdrawn from the agency.)

The time required of a faculty member or agency representative is about 3-4 hours per week.

Participation in this project is based on the free choice of its various members. That is to say, no one would be compelled to participate and this could include the universities themselves, their professors and students as well as the community agencies and the members of their staffs (for example, individual classroom teachers, etc.).

SUCCESS OF THE MIAMI MODEL

The Miami project ran for four years (1969-1973) and sent over 1,000 undergraduates and 80 professors to 14 city agencies. A complete list is in the "red packet" but these students worked as tutors in jails, inner-city schools, migrant camps, homes for the retarded, etc., in the Miami area. There were measurable successes such as these: jail inmates passed the State High School Equivalency Examination and obtained a high school diploma, the reading ability of emotionally disturbed children was raised two years within 3-5 months, retarded children improved their ability to feed and dress themselves and make their own beds, migrant children who spoke only Spanish gained some skill in speaking, reading and writing English.

To the general services already provided to these people by the community, the university students were able to act as that indispensable supplement which brought reliable, day-in-day-out tutoring to people who could not advance themselves without individual attention. All the community had to do was provide the base within which the undergraduates could work.

NATIONAL APPLICABILITY

This project can be adopted on a very broad scale since the problems it addresses are national in scope and since universities and colleges generally are composed of the same organizational elements, i.e., faculty, students, academic credit, course registration, etc. Any college, therefore, in any part of the country can establish this project and can do so without modification of its existing internal structure.

COSTS

The administrative overhead of this project is its main cost. The undergraduates are not paid for their work (indeed, they pay tuition to the college to take these courses). There is no capital outlay since all tutoring takes place in community agencies which are already established (schools, jails, etc.).

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[1] The complete list of duties for each project participant throughout the semester is contained in the Washington Education Project "red packet". The duties listed here only pertain to getting the project started.

The financial benefits of this project are easily seen and considerable. They are of two kinds:

Firstly, there is the transfer of literacy from those who have it to those who do not. A college student who tutors 6 hours per week as this project requires creates $90.00 of real wealth per week (the current rate of pay for a private tutor in Washington, D.C. is $15.00 per hour: $15.00 per hour × 6 hours per week = $90.00).

Secondly, the person who obtains the power of literacy is now able to create wealth, both for himself and the community for a lifetime. As is clearly seen, people without literacy skills in a literate society are pretty much left to pushing brooms or taking welfare whereas people who can read and write are able to become steady economic contributors to the community.

This is not an expensive project to operate. There are virtually no costs to the community agencies and the colleges can obtain seed money from one of several Federal agencies to cover initial costs.

THE DISTRICT OF COLUMBIA,
Washington, D.C., September 21, 1981.

NORMAN MANASA,
Director, The Washington Education Project, Washington, D.C.

DEAR MR. MANASA: Your proposal to grant academic credit to university students for tutorial activities in public institutions is an intriguing idea. A city such as ours needs a literate citizenry if it is to remain a vibrant place in which to live. People, especially our youth, must be able to read and write if they are to have some control over their own lives and to obtain work that has both meaning and dignity. I encourage programs, such as the Washington Education Project, which might enhance these critical skills in our city's public school students.

I am hopeful about the participation of humanities undergraduates from local colleges and universities which your project envisions. Working through accredited university courses and under the supervision of their professors, these students would seem to be a pool of potential excellent tutors providing a vital public service.

As the Mayor, I exercise no control over the operation of the public school system. Policy making authority and direct supervision of the school system's programs are vested by law in the Board of Education. I suggest that you work closely with the Superintendent of Schools, Mrs. Floretta D. McKenzie, to secure her support for this effort.

You have my good wishes for the success of this project. Please contact my Special Assistant, Patricia E. Miner, if you need any further help in developing your program.

Sincerely,

MARION S. BARRY, Jr.,
Mayor.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS,
OFFICE OF THE SUPERINTENDENT,
Washington, D.C., August 25, 1981.

Mr. NORMAN MANASA,
Director, The Washington Education Project, Washington, D.C.

DEAR MR. MANASA: I write to thank you for your explanation of the Washington Education Project and to encourage the work of this project within the Public Schools of the District of Columbia.

This project seems to be a workable effort since it would draw undergraduates from the local colleges who as part of their training in the humanities, would tutor children in the city school system. Since these undergraduates would do this essential work for course credit and under the general supervision of university faculty, I believe they would be both reliable and effective. Certainly, the community representatives who participated in the Miami project seem to support this view.

There is no doubt that this sort of intensive tutorial instruction, done in the classroom as a supplement to the work of the teacher, would be of great help to our students. But it is also beyond question that working with District school children for a semester would provide a profound educational experience for the undergraduates themselves.

I would be happy to provide whatever help I could and hope you will keep me advised of your progress.

Sincerely,

FLORETTA D. MCKENZIE,
Superintendent of Schools,
Chief State School Officer.

U.S. SENATE,
Committee on Labor and Human Resources,
Washington, D.C., January 1982.

To Whom It May Concern:

The Washington Education Project may hold some of the answers to the problems we face as a nation, and I thought you would want to know about it.

This project enrolls undergraduates in three credit humanities courses and sends them to impoverished community agencies to teach the illiterate poor to read and write. For the undergraduates, it is a course that combines experience with classroom theory. They would tutor six hours per week but they would also meet with their monitoring professors in weekly seminars where they would hear the theories which attempt to explain the world beyond the campus walls. Since this is an elective course, it is open to all college students, regardless of their major field of study.

The undergraduates, I believe, need this sort of experience in order to understand the value of their classroom instruction. But there are other things to learn in college and undergraduates need to do this sort of work so that they may learn the obligation that citizenship imposes upon those who live in a free society, and so that they may learn compassion through the act of compassion.

This project also holds great promise for the dispossessed of America. It cannot be denied that literacy is basic to the creation of wealth, particularly in an increasingly technological society where computers are doing so much of the work that had been done manually for many generations. Those who are not skilled in the use of letters and numbers are slowly becoming unable to create wealth in any form and must be cared for by the rest of society. There may have been a time when teaching these people to read, write and compute was considered to be an option. Today, it is a compelling necessity that will not go away.

I believe college students would be quite able and very willing to take up this responsibility. As with any other generation of Americans, they need only be asked to serve and to be given the workable means by which to do so. The Washington Education Project may be the kind of project through which much of this work can be accomplished, and I would be happy for whatever consideration you would be able to give it.

Ever sincerely,

CLAIBORNE PELL.

SUMMON

This report was written by Mr. Charles P. Collard, Administrative Supervisor of the J.R.E. Lee Community Center, a Dade County school for emotionally disturbed adolescents. It was written in 1972 or 1973. Please see page 2 of this report.

(SUMMON was the name of the Miami project that ran from 1969–1973).

The SUMMON Program has been functioning at J.R.E. Lee Center for more than five semesters. The tutors have been under the supervision of a University Professor, Student Coordinator, and our school's Reading Director.

The tutors work in one-to-one situations with our emotionally disturbed, junior high students. They are remediating those students who are reading on primer to third grade levels. Their two-fold objectives are to establish rapport with strong interpersonal relationships and to remediate the deficit reading skills.

Since all of the tutors are freshmen through juniors and have had no prior teaching experiences, our program is so structured as to allow them freedom for innovative techniques within a framework of accepted educational practices. They are instructed in the use of our reading methods and materials by the Remedial Reading teacher and the University advisor. In addition, the tutors meet in bimonthly evening sessions to discuss interpersonal and instructional dynamics with our teacher and the advisor.

The tutors work with their students for one forty minute period each school day. They have continued to be extremely conscientious about meeting their schedules. The service that the tutors perform is irreplaceable. They bring a vital freshness and objectivity to our students' situation, which is often lost with "volunteer" organizations. Their help makes possible the individual attention and instruction that our students so need.

Because of these factors, our remedial reading students have had reading level gains of one to two years within a three to five month period of tutorage. Since we have a real need for the SUMMON people in providing a more comprehensive and effective program for our students, Lee Center tries to be the first in line when the tutors are assigned at the beginning of a semester.

THE CENTER FOR THE STUDY OF DEMOCRATIC INSTITUTIONS/THE FUND FOR THE REPUBLIC, INC.,
August 31, 1979.

To Whom It May Concern:

As one who has written extensively about the problems of inner city education, and has been a front-line observer of the efforts to effectively desegregate our public school systems, I have seen one program that seemed to me to give realistic promise of preparing socially handicapped children to take advantage of new educational opportunities opened to them under court order. This was launched ten years ago by Norman Manasa, who enlisted University of Miami students to provide one-on-one or small group tutoring for children deficient in verbal skills.

Manasa's program was in operation, with the support of the University administration and various public and private agencies in Dade County, for four years—enlisting the active participation of over one thousand university students and sixty faculty members. The ability to improve verbal skills is attested by experience in some of the most difficult circumstances, including those found in juvenile correctional institutions as well as inner city public schools.

The arguments for expanding this effort seem to me compelling:

(1) Such instruction does not require professional qualification; any literate adult can readily acquire the skills needed to drill youngsters in reading and writing.

(2) The program can be adapted to children of any age, from kindergarten through high school—and is certainly suitable for the critical earliest years.

(3) The activity complements the regular school program by providing the individual, time-consuming attention that is clearly beyond the capacity of teachers burdened with the usual full-time class load.

(4) The instruction is basic. Without adequate verbal skills education is impossible. And if a child can be helped and inspired by tutelage he will acquire the incentive and self-discipline the educational system requires.

The program as Manasa conceives it could provide a bridge between white and black middle-class young people and the multiracial underclass in the ghettoes. It is not inconceivable that it might provide the kind of spark that moved an earlier generation of college students to respond to the appeal of public service in the days of the Peace Corps. In any case, Manasa has a track record that should command the attention of anyone who is concerned over the polarization of racial attitudes—the predicted division of our major cities into separate, hostile black, white, and now brown communities.

HARRY S. ASHMORE.

METROPOLITAN DADE COUNTY, FLA.,
CORRECTIONS AND REHABILITATION
DEPARTMENT,
Miami, Fla., February 28, 1979.

To Whom It May Concern:

In 1970 I had the pleasure of meeting Mr. Norman Manasa who brought into the three (3) institutions, under our control, a program known as "SUMMON." This program consisted of college students, hand picked by Mr. Manasa, to deal on a one to one basis with clients of our institutions that were having problems comprehending subjects being taught by school board instructors. Mr. Manasa showed great ability in discovering our clients disabilities and then picking the best individual on his staff to deal with the person/s problem. This program was in progress for a three year period and was one of the most successful programs that was ever developed in or institutions. We are sorry that Mr. Manasa and his program was discontinued.

Mr. Manasa proved to be one of the most devoted and understanding people that we have ever had from the outside world, to come into our institutions and deal with inmate problems.

I would not hesitate to recommend Mr. Norman Manasa for any position he is desirous of seeking.

Sincerely,

PATRICK C. GALLAGHER,
Assistant Director.

MIAMI-DADE COMMUNITY COLLEGE,
DIVISION OF STUDENT DEVELOPMENT/LEARNING SUPPORT SERVICES,
Miami, Fla., February 26, 1979.

To Whom It May Concern:

It is a pleasure for me to endorse and support the efforts of Mr. Norman Manasa to develop a broad-based program combining educationally sound experience of college students with service to the needy of the community.

I had an opportunity to observe his model program in operation at the University of Miami for several years and, as a professional educator, believe that it offers particularly advantageous opportunities for students in the social sciences and humanities while being of relevance to any individual wishing to contribute to the needs of general society.

A major undergirding principle of the program is that it vividly demonstrates possibilities for successfully integrating segments of our society who have skills to offer those within the society who are of greatest need in a manner beneficial to both.

I believe that it is equally important to note that this program is "exportable" to a variety of educational institutions at the higher education level. The concept could, in my opinion, be successfully implemented at the community college, the four-year college and the university levels with equal measure of success. In fact, I would be most supportive of a model program of this type being established here at Miami-Dade Community College.

Sincerely,

NICHOLAS D. GENNETT,
Dean, Student Development/Learning Support Services, North Campus.

[From the Washington Post, Dec. 21, 1981]

MAYBE JOHNNY COULD READ IF . . .

(By William Raspberry)

Norman Manasa has an idea that he thinks would boost the education of inner-city children, reduce adult illiteracy, supplement the training of college students and uplift the entire community—all without costing very much money.

He's disappointed, though not yet discouraged, that he hasn't been able to sell it.

What Manasa, a 35-year old machinist and college dropout, has in mind is simplicity itself: give college students academic credit for teaching nonreaders to read. He would have undergraduate tutors spend six hours a week in selected community agencies—ranging from public elementary schools to St. Elizabeths to the D.C. jail. Their efforts would be under the supervision of the agency and would be monitored by a professor at their university. While the course supplement would be elective, participants would have to attend every tutorial session or make up the work later.

Aside from the obvious benefits to those tutored, Manasa says, the college students—mostly humanities majors—would gain real-world experience. They would learn something about how their community operates, and they would learn compassion.

Public officials (including Washington's Mayor Marion Barry and Superintendent of Schools Floretta McKenzie) have been supportive. But so far, he has not been able to sell any local university on trying it out—even though he claims four years of success with it at the University of Miami.

The trouble, he says, is that college officials are reluctant to view it as an academic program. But Manasa says the "academic-credit part is vital"—and also entirely justifiable. "The program operates on the premise that a student who tutors six hours a week, who has seminars and makes reports and has his efforts critiqued, has learned something—even if that something is not gradable."

In some ways, Manasa's approach is reminiscent of literacy efforts in some Third World countries—Ethiopia and Somalia, for instance—where college students work to educate the peasant population. Authorities in those countries claim benefits both to those who are taught and to those who teach. They also see it as a way of bringing their people together, across class lines.

"I've been talking mostly about reading, but the program doesn't have to be limited to that," Manasa said in a recent interview. "It could work just as well with writing, fractions, using a dictionary—virtually anything that students need to drill on."

How does he suppose that inexperienced college students would be able to do what professionally trained educators have been unable to do?

"The great advantage a tutor has is being there day after day with the same few children in an atmosphere of continuity and concern. Teachers have 30 kids on maybe five distinct levels of achievement, plus all their bureaucratic responsibilities. They can't impart the personal element, but a tutor can do it extremely well. . . . We're talking about the transfer of skills, of course, but also about a value system that says education is important."

Nor would it matter that the tutors lacked specific teaching skills, he said. "They would be working right in the classrooms under the direct supervision of the teacher."

He estimates that the program would cost $150,000 for two years, with 90 undergraduates per semester.

And what's is it for Manasa? "I'd be happy to attach myself to the sponsoring university and help any way I could. But they could also do it without me. I wouldn't insist on being part of the bargain. As for the money, the program brings its own money with it in the form of undergraduate tuition, so it really wouldn't cost very much extra."

The hardest part, he said, is to sell the colleges on changing some of their concepts of what constitutes academic education. "Teachers, principals and community organizations in Miami were most enthusiastic about the program," he said. "We had a waiting list of 84 agencies that wanted our services. And no wonder, they know it works. In one school for emotionally disturbed junior high students, we were able to achieve reading gains of one to two years in only three to five months of tutoring."

Whether he is able to sell the program to university officials, he has convinced Superintendent McKenzie.

"There is no doubt that this sort of intensive tutorial instruction, done in the classroom as a supplement to the work of the teacher, would be of great help to our students," she said. "But it is also beyond question that working with District schoolchildren for a semester would provide a profound educational experience for the undergraduates themselves."●

THE WASHINGTON EDUCATION PROJECT

HON. STEWART B. McKINNEY

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 23, 1982

● Mr. McKINNEY. Mr. Speaker, I am taking this opportunity to enter into the RECORD my endorsement of the Washington education project. This is a tutoring program designed to supplement the existing curriculum in the District of Columbia's public school system. As proposed, it would be staffed by student participants from area universities, who pay for and receive credit for tutoring in the program. It is designed to improve the basic educational skills of the functionally illiterate, and thereby enable them to exist in today's complex society. After a minimal outlay of seed money, the program is sustained entirely by the tuition payments made to the universities, by students wishing to take part in the project. Since a more detailed description of the Washington education project may be found in Senator HATFIELD's remarks on page S2452 of the March 18 RECORD, I will not labor to repeat it at this time.

The Washington education project is not the pie-in-the-sky fantasy of a naive educational planner. It is a program based on a similar project—the summon program—which operated for 4 years in the Miami area. During this period the summon project was directly credited with raising the reading and mathematical skills of hundreds of students whom it served. The architect of the summon program is also the proponent of the Washington education project, Mr. Norman Manasa.

Surely, we are all aware of the need for such supplemental programs in inner city schools, such as we have here in the District of Columbia. This is not to criticize the District school system, but only to cite the reality of the situation that exists in many of our schools today. People are graduating from schools all over this Nation while unable to read and write at levels which are reasonably expected of them. Add to this group the vast number of students who leave school before graduating, and it is easy to imagine the seriousness of the problem.

It is becoming increasingly difficult to employ or train those individuals who do not possess the basic educational skills. We must address this problem before these people are relegated to a life of unemployment and despair. The future holds no place for a vast number of people who are without even those basic tools which are necessary to exist productively in this increasingly mechanized world. The education of our Nation's citizens is paramount if they are to become worthwhile members of society.

The House Committee on the District of Columbia will hold additional hearings on both vocational and basic educational problems here in the District. For these hearings, I have invited Mr. Norman Manasa to testify on the feasibility and potential for implementing the Washington education project. I hope that in the near future I can come before this body and report that the program is a reality. Given the full commitment necessary, I feel this project may prove to serve as a useful model for similar programs throughout the country. It has vast potential to provide a much needed boost to this country's troubled educational systems. Considering the past success and the fact that the Washington educational project can virtually run itself without the need for costly Federal subsidy, this seems to be a bargain we cannot pass up.●

Mr. **Dymally**. I hope you know that on March 23, Mr. McKinney entered your project into the Congressional Record.

Mr. **Manasa**. I was advised of that, sir, just a few moments ago. I would certainly like to thank Mr. McKinney for his efforts on behalf of the project.

I do not think anyone here will be disappointed once you begin to hear what the project can do for the people of this city and the people of the country.

To get to the project, I will begin with a general summary. This is basically an academic program which adds an experimental component to the humanities training of college students by putting them to work teaching the poor to read. Undergraduates enter the project by registering in three-credit, pass-fail courses, which marry the reality and the theory of sociology, education, economics, et cetera, and which teach college students things which cannot be learned through traditional classroom instruction.

Inasmuch as these are elective courses, all university undergraduates may participate, regardless of their major field of study. Undergraduates in the project tutor 6 hours per week in selected community agencies as a supplement to education programs which are in operation at the agencies. The tutoring is done on a regular schedule throughout the semester, and the undergraduates sign in and sign out for each tutoring session.

In addition, they meet each week in a seminar with their monitoring professor, where the theory of the humanistic discipline in which they are registered is explained in light of their experience in the community.

The undergraduates benefit in four ways. They obtain real work experience which gives them a fuller understanding of the humanities than can be gotten through the traditional classroom lecture method. They obtain an experiential background which will help them choose a major and a subsequent career. They obtain an entry into the world of work and postgraduate employment, and they learn compassion by being compassionate.

In addition, this project provides the kind of help which the poor desperately need. One must be skilled in reading and writing in order to create wealth in a literate society. Without these skills, the poor will always remain poor, regardless of what other assistance they may obtain. They cannot obtain the skills of reading and writing without long-term individual tutoring.

Inasmuch as academic credit guarantees the attendance of the undergraduate as well as the expertise of the university faculty, the project provides the illiterate of the community with reliable and competent help at no cost to them.

The project has already worked in Miami. It ran 4 years, from 1969 to 1973. In addition to Washington, D.C., it could be readily developed in other communities as well.

The project is based on two principles. The first is that, if an undergraduate is going to learn the humanities as well as they can be learned, there must be courses available which mix experience and theory. This is, of course, the way the sciences were learned since, I suppose, the time of Galileo, wherein people in Western culture do not rely entirely on the lecture method but do rely on a mixture of experience, that is to say the reality of the world, and reflection upon that experience, that is to say the intellectual conclusions which are brought forward from the experience in the real world.

This is an attempt to do the same thing in the humanities. We argue that, if an undergraduate is going to learn sociology, economics, education, philosophy, and several other of the humanistic disciplines, he must have some experience in the real world in conjunction with the theory which academicians provide.

What the program provides is an opportunity to serve for 6 hours, regularly scheduled per week, as tutors in hard-pressed community agencies where some of the reality of economics, sociology, education, and so forth are seen over the term of the semester. Undergraduates can meet with a monitoring professor each week in a seminar where the experience they have had that week is distilled into the terms of the academic discipline itself.

Within a course, rather than having only lectures, an undergraduate is given the opportunity to have a mix of experience and theory at the same time.

I should say as a subchapter of this, that what this project is designed to do, is to fly in the face of the dominant educational philosophy. That is that people go to college to get a degree, to get a better job and make more money. Everybody else can just wait.

This project is designed to say that undergraduates, while they are undergraduates, have an obligation to someone else, just as anyone else in society. The notion that they do not have an obligation is the worst form of education for young people in a democratic society. This project says, although it is an elective course and, therefore, is a purely voluntary program, that they have an obligation to move out into the community and lend a hand to people who in one way or another are suffering and to lend a hand in such a way that best benefits these people.

That is really the second principle of the project. The project is not designed to provide one more subsidy to the poor. It is not designed to provide food, housing, or clothing, to paint people's houses, or to give them heating funds for the winter, or anything of that sort. This project is designed to transfer the power to create wealth from people who have it, that is to say literate undergraduates, to people who do not, that is to say the illiterate poor.

If people are not given the skills to read, write, and do mathematics, they will never be able to create wealth in a literate society, indeed in a society which is changing from an industrial society to a technological society.

The project acts to transfer the power to create wealth. That is what it does for the poor people in this town and in other towns where I hope it will be established.

Those are the two main principles.

Academic credit is involved because it teaches undergraduates things they need to know. Tutoring is involved because it is what the people in the community most desperately need.

I suppose that sums it up. I will certainly be happy to answer any questions.

Mr. DYMALLY. Mr. McKinney?

Mr. MCKINNEY. I think that sums it up very succinctly.

I like the idea of humanizing college students, having a few in my own family. Their only humanizing seems to come from a beer after class.

I think what you are saying is so true. The city needs it, and the student needs it.

I will never forget when I was a sergeant in the Air Force. I went to a special education program. I had to be valuated like officers are for the fitness report at the end. I was struck by a comment in the fitness report. The commanding officer said that "Mr. McKinney has finally found out that there is an America west of the Hudson." I did not even know that California was there, evidently.

When I think back about service experience—I was a drill instructor, so I saw 67 new people every 11 weeks from all over the country. For the first time in my life I met a southerner or a westerner, or a farmer or someone who had not lived in an urban environment. I think it humanized me. I hope it did.

I think that the idea of sending college students, who really have things pretty well made even though the money is tough and the work is tough, into the real life of a city to do something good is a great idea. It will teach them, if nothing else, how lucky they are. That may give them the responsibility and will to do for others so that others can be luckier as they go along.

Do you think your program could operate in the District school system along with Operation Rescue or in parallel with Operation Rescue without any kind of conflict?

Mr. MANASA. Yes, sir, I should certainly say so, if for no other reason than the problems in the District school system are so vast that it could easily swallow Operation Rescue, the Washington education project, and probably a couple of other projects in the bargain and not bat an eye.

I should imagine—I do not know what the specific figure would be—that there are probably thousands of children in the school system who need individual tutorial help. I should say that the two programs complement each other. There is plenty of room for both of them.

Mr. MCKINNEY. Quite often it is said that one of the problems our children have is that they come from an environment where there is no intellectual background, or reading background. A lot of people fail to realize—and I live in the District, in fact not far away from your office—that in Washington in many families, everybody works to keep the family alive. Everybody works very hard. They do not have the time or the energy left to tutor their own children.

It is very difficult to be a mother, a father, work, and sometimes work two jobs. It seems to me that offering college students on a one-to-one tutoring basis for an hour would be a tremendous leg up for the children.

Mr. MANASA. There is no question that the project proved itself in the schools, jails, migrant camps, and other facilities in which we worked in Florida. The success of the project was based upon two things. First of all, inasmuch as this is an accredited course, although it is an elective course and a voluntary course, once a student enrolls in the course, the voluntariness ends. They must show up and do 6 hours work per week, regularly scheduled, for example, Monday, Wednesday, and Friday mornings from 10 until noon. They sign in and sign out for each tutorial session.

They must attend the seminar each week. They must submit a one-page report each 3 weeks. They must submit a final paper.

Academic credit, in addition to acknowledging that this is an educational experience, also guarantees manageability of the work force. That is to say that it guarantees that the undergraduates are going to show up when they are supposed to do so.

This, I think, gives the reliability which tutoring requires. Tutoring, as you know, is basically a long-term proposition. It requires the tutor to show up, day after day after day, so that the work can be done. It is not the kind of thing which can be done in 3 weeks, 4 weeks, or something on that order.

The fact that the undergraduates show up, of course, tells the child that what they are doing—let us say fractions—is important. If the tutor does not show up or shows up in a haphazard fashion, it also tells the child that what they are doing may not be so important.

If the tutors do show up every day, then, I think, they do two things for the children. They tell them that they can do fractions because the children can see that they are learning them. They also tell them that fractions are important, as is everything else in which they tutor them. This is the kind of thing which is perhaps often lost, but it is the kind of thing which this kind of program virtually guarantees.

Mr. McKINNEY. It also guarantees a sense of discipline within the child because the child sees that the tutor is there each time when he or she is meant to be.

Mr. MANASA. That is true.

The other thing involved here is that the project works in agencies which already exist, such as the school system or penal system, which have an education program already going. This project does not pioneer education projects in the city. It does not experiment with new methodologies or anything of that sort. The tutors go into, not only a school but a classroom within the school. The teacher assigns them to a particular student, gives the assignment, and a place to sit in the back of the classroom. She directs what book they will use and on what page they will work. She says that, if they have any trouble, she will be 20 feet away at the head of the classroom.

Because of that kind of formula, it was not only a very inexpensive project to operate, inasmuch as we were not building buildings or renting storefronts, but it was able to tap into the learning environment which is already in place in schools, jails, and a number of institutions in any community. Because of that, our undergraduates were profoundly effective.

There is a letter, I believe, in some of this material from a principal of a junior high school in Dade County. The school was for emotionally disturbed children. Legend had it that, in order to get into the school, you had to get thrown out of two other Dade County schools. That was sort of the deal.

He writes that, thanks to tutors from this project at the University of Miami, the reading level of those children was raised 1 to 2 years within 3 to 5 months. That happened. It happened all over the city.

Mr. **McKinney**. I see that you have had letters of encouragement from the Mayor, Mrs. McKenzie, and so on. What kind of support or dealings have you had with the School Board or the Superintendent's office?

Mr. **Manasa**. I have had some conversations over some time now with both the Superintendent's office and the Mayor's office. I have to say that I have not had any contact with anyone at the School Board.

I suppose I can say this. I came to town 5 years ago. The newspapers were filled with the fractiousness of the School Board. My program is a very young, therefore, a very vulnerable program. I figured that, perhaps for the short term, I might talk to other people. I did.

Of course, with the new group in, I suppose that I should very much like to begin conversations with them.

Mr. **McKinney**. I am very interested in your program. I cannot express the opinion of this committee, but I think, with a large pool of people getting a college education in this town, that we ought to tap into it. My office will work with you to see whether we cannot come to some sort of an understanding and see whether we can implement the program, at least on a trial basis.

I could use it in Bridgeport, Conn. I will put it that way.

Mr. **Manasa**. Thank you, Mr. McKinney.

Mr. **McKinney**. It is one other way to do more with less money and, I think, to do it laudably.

What about the university response to your program as far as the universities here in the District are concerned?

Mr. **Manasa**. During the last 3 years, I have been turned down by every university, by some of them twice. It was done either individually or through the consortium of universities.

However, in November of this past year, four universities reopened negotiations. They are the University of the District of Columbia, Howard University, George Washington University, and American University at some level of their faculty or within their administration.

I think that this is basically a selling proposition. Universities are old, rich institutions. They are very slow to change. I think that I would have been rather foolhardy to have expected them to accept this at the first shot out of the box. I think that, perhaps the third time down the road or the fourth time, they will come around and say that this is something they will be willing to try.

It is hardly a revolutionary program in the sense that mixing reality and theory is something which we have done in Western culture for 350 years in the academies. This is not anything which I think will scare anyone.

I should also point out that the project is, as you know, an elective course. There are two benefits to that. The first is that it makes every undergraduate in every college in the city eligible to participate because they all take electives. The second is that they take electives anyway. Most undergraduates must take eight three-credit elective courses during the time that they are university undergraduates in this city and, I guess, in universities all across the country.

I argue that there is no reason why two or three of these elective courses which they are taking anyway and are paying for anyway cannot be in this kind of a project.

Mr. McKINNEY. Also, it does not require a $30,000 a year professor full time.

This committee is on record, inasmuch as we are used to handling capitalization costs, and their bonding, that we feel the universities of this city have an obligation to the city. I think we can probably help you somewhere along the line.

The universities do not operate within a vacuum. Whenever they have a problem, it seems to me that we are the first people they run to. Maybe we can run to them with a suggestion that they listen a little harder.

I appreciate your testimony. I am delighted to get your program on the record. I think it is an inspirational one and a very practical one. Usually inspiration and practicality do not run down the same railroad track.

Mr. MANASA. It is a humdinger, sir.

Mr. DYMALLY. Do you sponsor an internship program too, Mr. Manasa?

Mr. MANASA. No, sir. This project is simply designed for any undergraduate who has to take an elective course. That is, any undergraduate.

Mr. DYMALLY. I want to join Mr. McKinney in offering the committee's support, to the extent that I can. The staff will be in touch with you.

Thank you very much.

Mr. Williams and Ms. Miner? We can begin to negotiate the contract right now.

STATEMENT OF PATRICIA EVANS MINER, SPECIAL ASSISTANT TO THE MAYOR FOR EDUCATION, GOVERNMENT OF THE DISTRICT OF COLUMBIA

VOCATIONAL AND TECHNICAL EDUCATION

Ms. MINER. I would like to put on the record today the statement of——

Mr. DYMALLY. Ms. Miner, will you identify yourself for the record.

Ms. MINER. Yes. I am Patricia Evans Miner, special assistant to the Mayor for education. I am also filing today Ivanhoe Donaldson's statement, which you have in your package.

Mr. DYMALLY. Without objection, it will be entered into the record at this point.

[The prepared statement of Ivanhoe Donaldson follows:]

4 (p 53)

Government of the District of Columbia
Department of Employment Services
Office of the Director • Employment Security Building • 500 C Street, N.W. • Suite 600 • Washington, D.C. 20001

STATEMENT OF
IVANHOE DONALDSON
BEFORE THE
SUBCOMMITTEE ON JUDICIARY AND EDUCATION
OF THE COMMITTEE ON THE DISTRICT OF COLUMBIA
ON
VOCATIONAL EDUCATION

MARCH 25, 1982

"Helping People Help Themselves"

GOOD MORNING, MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE, I AM IVANHOE DONALDSON, ACTING DIRECTOR OF THE D.C. DEPARTMENT OF EMPLOYMENT SERVICES, (DOES). I AM HERE AT YOUR REQUEST, TO TESTIFY ON MY DEPARTMENT'S ROLE IN VOCATIONAL EDUCATION SERVICES FOR OUR YOUTH IN THE DISTRICT OF COLUMBIA.

WE IN THE DISTRICT OF COLUMBIA, AS WELL AS THE NATION, HAVE A VESTED INTEREST IN THE DEVELOPMENT OF OUR YOUTH BECAUSE WHEN OUR YOUTH STOP SHORT OF REACHING THEIR FULL POTENTIAL WE SHARE IN THAT FAILURE AND SUFFER THE LOSS IN ONE WAY OR ANOTHER. WE ARE ALREADY LOSING WHEN 42% OF BLACK YOUTH AND 22% OF WHITE YOUTH ARE UNEMPLOYED. THE NATIONAL COMMISSION FOR EMPLOYMENT POLICY IN ITS 1981 REPORT STATED, AND I QUOTE "SOLVING THE YOUTH PROBLEM WOULD PREVENT DEVELOPMENT OF THE ADULT PROBLEM..." AND THE REPORT WENT ON TO SAY THAT IF YOUTH "DROPPED OUT OF SCHOOL OR GRADUATED WITHOUT HAVING MASTERED THE BASIC SKILLS NEEDED TO GET AND HOLD A JOB, THE RISK OF FAILURE WILL PERSIST INTO ADULTHOOD." CLEARLY IT IS BETTER TO PREVENT THE PROBLEMS BEFORE THEY OCCUR.

HOW OFTEN WE HAVE HEARD THE PHRASE THAT THE FUTURE GREATNESS OF OUR NATION DEPENDS ON THE QUALITY OF OUR YOUTH, OUR MOST PRECIOUS RESOURCE. AND YET THIS ADMINISTRATION SUBMITS LEGISLATION TO CONGRESS, FOR A JOB TRAINING PROGRAM THAT EXCLUDES IN-SCHOOL YOUTH FROM ELIGIBILITY, ELIMINATES FUNDING FOR SUMMER YOUTH PROGRAMS, AND PROPOSES DRASTICALLY REDUCED FUNDING LEVELS FOR JOB TRAINING PROGRAMS FOR OUT-OF-SCHOOL YOUTH AND VOCATIONAL EDUCATION PROGRAMS. THE CETA FUNDS THE DOES PROVIDED FOR VOCATIONAL EDUCATION HAVE BEEN CUT 73% FROM 1980, THE GOVERNORS GRANT MONEY - THAT IS ALLOCATED BY THE CETA LEGISLATION - WHICH WE PASS ON TO THE SCHOOLS HAS BEEN CUT BY 37% AND CETA IN GENERAL HAS BEEN CUT MORE THAN 50%. DESPITE THESE CUTS THE DEPARTMENT IS COMMITED TO PROVIDE PROGRAMS FOR IN-SCHOOL YOUTH.

I'D LIKE TO OUTLINE FOR THE COMMITTEE THE DEPARTMENT OF EMPLOYMENT SERVICES' ROLE IN VOCATIONAL EDUCATION PROGRAMS.

UNDER THE CETA PRIME SPONSOR'S GRANT FOR II B,C AND TITLE IV AND THE GOVERNORS' GRANT, COORDINATED PROGRAMS WITH VOCATIONAL EDUCATION HAVE BEEN ESTABLISHED TO MOVE ADULT PARTICIPANTS AND STUDENTS TOWARDS EMPLOYABILITY.

FOLLOWING IS A BRIEF DESCRIPTION OF THESE PROGRAMS:

UDC

- WE'VE CONTRACTED WITH UDC TO TRAIN STUDENTS IN PARA-HEALTH PROFESSIONS, SUCH AS RESPIRATORY TECHNICIANS, X-RAY TECHNICIANS.

D.C. SKILL CENTER

- THE D.C. SKILL CENTER - ESTABLISHED UNDER THE MDTA HAS TRAINED PARTICIPANTS IN AREAS SUCH AS AUTO MECHANICS AND CLERICAL AREA. IT WAS FUNDED FROM OUR GOVERNORS' GRANT, AND SUPPLEMENTED BY CETA II B FUNDS.

DCOICC

- THE D.C. OCCUPATIONAL INFORMATION COORDINATING COMMITTEE, A UNIT WITHIN DEPARTMENT OF EMPLOYMENT SERVICES, - DEVELOPS PROGRAM DATA TO IMPROVE COORDINATION BETWEEN CETA AND VOCATIONAL EDUCATION PROGRAMS, GIVING SPECIAL ATTENTION TO THE LABOR MARKET NEEDS OF YOUTH. THE DCOICC HAS DEVELOPED LINKAGES WITH THE FOLLOWING AGENCIES AND ORGANIZATIONS: PRIVATE AND PUBLIC COLLEGE EDUCATORS; PUBLIC SCHOOL AND HIGHER EDUCATION COUNSELORS; THE DEPARTMENT OF HUMAN SERVICES; PRIVATE EMPLOYERS; PRIVATE EMPLOYMENT AGENCIES; LABOR UNION ORGANIZATIONS; LABOR MARKET INFORMATION SPECIALISTS AND INDUSTRY ASSOCIATIONS.

THROUGH THESE LINKAGES DCOICC HAS COORDINATED THE COLLECTION AND DISSEMINATION OF OCCUPATIONAL AND LABOR MARKET INFORMATION. DCOICC'S ACTIVITIES ALSO INVOLVE THE PUBLICATION AND DISTRIBUTION OF BROCHURES ON DCOICC SERVICES AND A QUARTERLY NEWSLETTER WHICH UPDATES ACTIVITIES.

IN ADDITION, DCOICC PUBLISHES OTHER DOCUMENTS RELATED TO OCCUPATIONAL AND CAREER INFORMATION. SOME OF THESE DOCUMENTS INCLUDE: OCCUPATIONAL MONOGRAPHS; CAREER DEVELOPMENT WORKSHOP PACKETS; AND STAFF DEVELOPMENT WORKSHOP PACKETS.

THE DCOICC ALSO CONDUCTS THE CAREER DEVELOPMENT WORKSHOP (CDW) DESIGNED TO MOTIVATE AND AUGMENT INDIVIDUALS' CAREER AND ATTITUDINAL DEVELOPMENT AND MAKE THEM COGNIZANT OF THEIR SKILLS AND TALENTS. IT CLARIFIES THE PROBLEMS OF ESTABLISHING AND DEVELOPING A CAREER OBJECTIVE, AND IT OFFERS SOLUTIONS TO SURMOUNTING OBSTACLES THAT ARISE DURING THE CAREER SEARCH. THE STAFF DEVELOPMENT WORKSHOP (SDW) CONCENTRATES ON STAFF MEMBERS' NEED TO DEVELOP AND MAINTAIN A POSITIVE ATTITUDE TOWARD NOT ONLY THEIR JOBS, BUT THEMSELVES AND THOSE INDIVIDUALS THEY THEMSELVES ARE ATTEMPTING TO MOTIVATE.

THE WORKSHOPS HAVE BEEN PERFORMED AT SUCH PLACES AS:

> LORTON PRISON - YOUTH CENTER II FOR STAFF AND YOUTH; THE WASHINGTON URBAN LEAGUE FOR YOUTH; JOB CORPS CENTER FOR STAFF; PENN CAREER DEVELOPMENT CENTER FOR YOUTH AND VARIOUS SCHOOLS AND CAREER DEVELOPMENT PROGRAMS WITHIN THE D.C. PUBLIC SCHOOL SYSTEM.

IN A RELATED EFFORT, DCOICC RECENTLY CONDUCTED A TRAINING PROJECT TO IMPROVE CAREER DECISION MAKING. THE PROJECT, DESIGNED TO ENHANCE COUNSELOR KNOWLEDGE AND THE USE OF CAREER AND LABOR MARKET INFORMATION, WAS IN RESPONSE TO A REQUEST BY THE D.C. PUBLIC SCHOOLS, CETA, JOB SERVICE AND REHABILITATION COUNSELORS TO MAKE MORE EFFICIENT USE OF LABOR MARKET INFORMATION.

THE DISTRICT OF COLUMBIA CAREER INFORMATION SYSTEM, ALTHOUGH NOT SUPPORTED BY A NATIONAL GRANT, IS OPERATIVE. UTILIZING THE GUIDANCE INFORMATION SYSTEM (GIS), THE BALLOU HIGH SCHOOL COMPUTER SYSTEM MAKES AVAILABLE TO ALL DISTRICT SENIOR HIGH SCHOOLS AND SOME JUNIOR HIGH SCHOOLS, THE NATIONAL GUIDANCE INFORMATION SYSTEM FILES.

DCOICC IS CURRENTLY DEVELOPING AN AREA OCCUPATION FILE TO SUPPLEMENT THE NATIONAL FILES. THE LOCAL OCCUPATION FILE IS CONSIDERED A FIRST STEP TOWARD A FUNCTIONAL OCCUPATIONAL INFORMATION SYSTEM. AND FINALLY ANOTHER DCOICC PROJECT THAT GIVES SPECIAL ATTENTION TO THE LABOR MARKET NEEDS OF YOUTH IS THROUGH AN ANNUAL CAREER AWARENESS FAIR FOR JUNIOR HIGH AND HIGH SCHOOL STUDENTS. THIS IS A CONTINUING ACTIVITY FOR THE DISSEMINATION OF OCCUPATIONAL INFORMATION. PARTICIPATION IN THESE PROGRAMS PROVIDES OPPORTUNITIES FOR DISTRICT STUDENTS TO SEE VARIED CAREERS AND SPEAK TO MEN AND WOMEN WHO SERVE AS "ROLE MODELS" FOR VARIOUS OCCUPATIONS AND PROFESSIONS ON A ONE-TO-ONE BASIS.

FOCUS

FUTURE OCCUPATIONS AND CAREERS FOR URBAN STUDENTS (FOCUS) OPERATED BY THE D.C. SCHOOLS, BUT FUNDED BY CETA TITLE IV MONIES, PROVIDES STUDENTS WITH AN OPPORTUNITY TO RECEIVE ORIENTATION TO THE WORLD OF WORK; HAVE

ON-SITE VISITS TO BUSINESSES; PROVIDES CURRENT INFORMATION ON EMPLOYMENT OPPORTUNITIES IN THE D.C. AREA AND INFORMATION ON HIGH SCHOOL AND POST HIGH SCHOOL TRAINING OPPORTUNITIES. THE OVERALL PROGRAM IS DESIGNED TO HELP SENIOR HIGH SCHOOL STUDENTS BECOME AWARE OF CURRENT AND FUTURE JOB OPPORTUNITIES AS WELL AS BROADEN THE OCCUPATIONAL ASPIRATIONS AND EMPLOYMENT OPPORTUNITIES FOR THOSE STUDENTS.

STUDENTS ARE ALSO INTRODUCED TO EDUCATIONAL AND SKILL REQUIREMENTS, AND ARE PROVIDED GUIDANCE SERVICES TO ASSIST IN ASSESSING THEIR ABILITIES, APTITUDES AND INTERESTS AS THEY RELATE TO CAREER OPTIONS. STUDENTS WILL TAKE PART IN A WORK EXPERIENCE PHASE AS AN ADJUNCT TO THE CLASSROOM TRAINING. STUDENTS ARE GIVEN CREDIT FOR PARTICIPATING IN THIS PROJECT THROUGH THE SCHOOLS.

D.C. VEP

THE D.C. VOCATIONAL EXPLORATION PROGRAM IS A SPECIAL COMPONENT OF THE TITLE IV CETA SUMMER YOUTH EMPLOYMENT PROGRAM, WHICH PROVIDES ECONOMICALLY DISADVANTAGED YOUTH AN OPPORTUNITY TO ENGAGE IN CAREER EXPLORATION THROUGH JOB ROTATION AND WORKER SHADOWING — AS DISTINGUISHED FROM WORK EXPERIENCE — IN THE LOCAL PRIVATE SECTOR.

THE PROGRAM ATTEMPTS TO PLACE EACH YOUTH WITH PARTICIPATING EMPLOYERS FOR A 7 WEEK PERIOD, IN A CAREER EXPLORATION PROGRAM. DCVEP IS PRIMARILY AN INTERNSHIP EXPERIENCE, ENABLING ITS 16-21 YEAR OLD PARTICIPANTS, MOST OF WHOM ARE BASICALLY INEXPERIENCED IN THE LABOR MARKET, TO BECOME DIRECTLY INVOLVED WITH THE TASKS, WORKING CONDITIONS, REQUIREMENTS, AND TRAINING ASSOCIATED WITH PARTICULAR OCCUPATIONS. BESIDES REINFORCING POSITIVE WORK HABITS AND ATTITUDES, DCVEP IS DESIGNED TO ASSIST YOUTH IN MAKING INFORMED DECISIONS ABOUT THEIR FUTURE.

THE PARTICIPATING FIRMS ARE RESPONSIBLE FOR PROVIDING PROPER SUPERVISION FOR THEIR INTERNS AND ENSURING THAT ACCURATE RECORDS ARE MAINTAINED. THE EMPLOYERS ARE ALSO ASKED TO ROTATE THE YOUTH AMONG THE VARIOUS MANAGERIAL SECTIONS AND OCCUPATIONS WITHIN THE COMPANY OR ORGANIZATION. THE INTERNS ARE SUBJECT TO THE REGULAR WORKING CONDITIONS OF THE PARTICIPATING FIRM TO WHICH THEY ARE ASSIGNED. THOUGH ACTUALLY BEING PAID ALLOWANCES BY THE GOVERNMENT, THE YOUTH ARE EXPECTED TO COMPLY WITH THE PERSONNEL POLICIES OF THE PARTICIPATING FIRM, E.G., BEING AT WORK ON TIME, OBEYING THE FIRM'S SAFETY AND HEALTH RULES, DRESS CODES, ETC.

FEDERAL CUTS IN VOCATIONAL EDUCATION ROB THE CHILDREN OF THIS CITY OF THEIR RIGHT TO A PRODUCTIVE FUTURE AND THREATEN MANY GENERATIONS TO COME.

UNDER THE CETA SPECIAL GRANT TO GOVERNORS TITLE II BC FUNDS, HAVE BEEN MADE AVAILABLE FOR VOCATIONAL EDUCATION. THESE ARE ESSENTIALLY PASSED THROUGH FROM THE GOVERNOR TO THE LOCAL VOCATIONAL EDUCATION PEOPLE. IN D.C. IN FY 81 WE RECEIVED $432,489.00 IN TITLE II B.C., WHILE IN FY'82 THIS WAS CUT TO $341,558.00 OR A 21% REDUCTION. FROM FY 79 TO 82 THIS REDUCTION WAS 48%.

IN ADDITION TO CETA FUNDS SPECIFICALLY AIMED AT VOCATIONAL EDUCATION, THE DISTRICT HAS SUPPLEMENTED THE FUNDING OF THE D.C. PUBLIC SCHOOLS WITH A MIX OF FEDERAL AND LOCAL FUNDS. IN FY'81 THIS MIX PRODUCED AN ADDITIONAL $1,044,911, THAT WENT TO THE SCHOOLS. IN FY'82 THE AMOUNT IS DOWN TO $532,760, A REDUCTION OF 49%. IN FY 82 THIS REDUCTION REFLECTS THE CUTS IN CETA MONEY.

THE DISTRICT PRESENTLY MATCHES FEDERAL FUNDS ON A TWO-TO-ONE BASIS - THE DISTRICT CONTRIBUTES $2.00 FOR VOCATIONAL EDUCATION FOR EVERY FEDERAL $1.00 FOR VOCATIONAL EDUCATION. HOWEVER, BASED ON THE RECOMMENDATIONS OF THE

VOCATIONAL EDUCATION ADVISORY COUNCIL, THE BOARD OF EDUCATION HAS APPROVED INCREASED FUNDING FOR VOCATIONAL EDUCATION IN FY '83. THE MATCH WITH FEDERAL DOLLARS WILL INCREASE THE DISTRICT'S CONTRIBUTION TO $5.00 FOR EVERY $1.00 FROM THE FEDERAL GOVERNMENT. UNFORTUNATELY THIS WILL STILL NOT RESTORE THE MONUMENTAL CUTS IN FEDERAL DOLLARS.

THE DEPARTMENT OF EMPLOYMENT SERVICES, PROVIDED CETA FUNDS, IN 1980 TOTALING $1,685,054.00 FOR VOCATIONAL EDUCATION PROGRAMS AND SERVED 2,862 PARTICIPANTS. IN 1981 WE PROVIDED $1,313,591.00 AND WERE ABLE TO SERVE 1518 STUDENTS. IN 1982 WE PROVIDED A TOTAL OF $464,318.00 AND WE PLAN TO SERVE ONLY 470 STUDENTS. THIS REPRESENTS AN 84% CUT FROM 1980 AND A 69% CUT IN NUMBER SERVED FROM 1981.

IN 1983, THE ADMINISTRATION IS PROPOSING THAT WE ELIMINATE IN-SCHOOL YOUTH ALTOGETHER FROM ELIGIBILITY IN A NATIONAL EMPLOYMENT AND TRAINING PROGRAM. THEREFORE, THERE MAY BE NO FUNDS FOR VOCATIONAL EDUCATION PROGRAMS IN FEDERAL EMPLOYMENT AND TRAINING FUNDS.

AS I'M SURE YOU KNOW, THE DISTRICT ALSO FUNDS, THROUGH OUR APPROPRIATED LOCAL DISTRICT FUNDS, THE IN-SCHOOL PROGRAM UNDER THE D.C. YOUTH EMPLOYMENT ACT. THE IN-SCHOOL PROGRAM PROVIDES VOCATIONAL TRAINING AND PART-TIME WORK EXPERIENCE FOR YOUTH.

WE REQUESTED AND WERE APPROVED FOR FY '83 AN ALLOCATION OF $764,600.00 FROM DISTRICT AND PLAN TO SERVE 690 STUDENTS. THIS YEAR WE FUNDED THE D.C. PUBLIC SCHOOLS PROGRAM AS WELL AS FOUR NEW IN-SCHOOL PROGRAMS WITH LOCAL MONIES:

1. THE UNIVERSITY OF THE DISTRICT OF COLUMBIA - FOR WORK EXPERIENCE IN AREAS SUCH AS HOSPITAL SERVICES, COMPUTER AIDES, MEDICAL, CLERICAL, AND PRINTING AREAS;
2. THE DEPARTMENT OF HUMAN SERVICES FOR WORK EXPERIENCE IN MEDICAL OCCUPATIONS;
3. THE D.C. COMMISSION OF SOCIAL SERVICES, YOUTH SERVICES ADMINISTRATION TO PROVIDE WORK EXPERIENCE TO PERSONS IN NEED OF SUPERVISION (PINS) WHO ARE UNDER THE SUPERVISION OF THE D.C. COURT; AND
4. ASSOCIATES FOR RENEWAL AND EDUCATION (ARE), A COMMUNITY BASED ORGANIZATION THAT WILL PROVIDE WORK EXPERIENCE IN VARIOUS HEALTH CAREERS.

THE PROPOSED BLOCK GRANT CONCEPT IF ENACTED WOULD PUT VOCATIONAL EDUCATION AND CAREER DEVELOPMENT IN COMPETITION WITH OTHER EDUCATION PROGRAMS WHICH WILL ONLY SERVE TO FURTHER REDUCE FUNDING LEVELS FOR VOCATIONAL EDUCATION IN THE DISTRICT. I'M SURE TESTIMONY FROM THE SCHOOL SYSTEM WILL FURTHER AMPLIFY THIS POINT.

IN SUMMARY I'D LIKE TO SAY THAT THE DISTRICT OF COLUMBIA IS DOING ALL IT CAN TO PROVIDE LOCAL APPROPRIATED MONEY FOR VOCATIONAL EDUCATION TO TRY TO LESSEN THE DISASTROUS EFFECTS OF THE FEDERAL CUTBACKS.

WE CANNOT OVEREMPHASIZE, HOWEVER, THE NEED FOR MAINTAINED FEDERAL DOLLARS IN SUPPORT OF VOCATIONAL EDUCATION PROGRAMS.

Ms. MINER. I do not have a formal statement but I do have a few thoughts I would like to share with the committee.

I am pleased to appear today to participate in this discussion. I think it is an extremely important one.

I think, for too many years, it has been seriously undervalued by many people in the educational community.

Vocational education is, I think, as integral as learning how to add and subtract to the needs of the students in the District of Columbia.

While technological advances are forcing us to question our current practices, there are a wide range of careers and other kinds of things which many of our students, who may not be interested in some of the technological changes which were earlier highlighted, must be exposed to.

I am very biased. I was the State research coordinator for the District of Columbia in the early 1970's. I developed their career development program, which was funded under ESAA [Emergency School Aid Act]. I do not know whether it will continue.

I was the policy coordinator for vocational education in the office of Secretary Houfstedtler in the Education Department. I am biased.

I believe that education has no meaning without ways of tying the practical into the abstract, bringing the real world into the students' experiences.

When we look at the dropout rates which we have in the District of Columbia, it is obvious that we are not reaching a number of our students. I would argue that more practical experiences might be a motivating force and help to hold them in school.

In my visits to schools around the city regularly, I notice a number of youngsters, especially young men, who tuneout and leave school in early adolescence. They are leaving with no job skills and impaired basic verbal and computational skills. I think we all know where that leads them. It leads them ultimately, perhaps, to Lorton.

To quote Carol Gibson, who is the outgoing president of the National Advisory Committee on Vocational Education:

> Vocational education is not for dummies. Research clearly underscores that good verbal and computational skills are critical to the development of our students. Proficiency with the basics is important in acquiring a job and keeping a job. In these days of inadequately trained young persons, especially young black people, it is important for us as educators and policymakers to assure that they are not prepared for dead end lives. Their ability to think logically and communicate effectively is important. It distinguishes supervisory from lower level workers, which means that we have to be sure that we are preparing our students for jobs beyond entry level.

Thinking is a piece of that.

Part of the funding for vocational education in the Federal grant is designed to work on the needs of disadvantaged and handicapped students. These are the kinds of things which are part and parcel of working with the vocational system.

I would also like to underscore very briefly the recommendations of several national groups. The National Advisory Council on Vocational Education has very cogently pointed out to Secretary Bell and, I believe, all the Members of the Congress the critical role that the Federal Government must play in the training and education of young persons and adults. Without a Federal intiative and encouragement, it is difficult for local jurisdictions to plan programs which will respond to the long-term skill development needs of our economy.

Furthermore, it is in the national interest to ensure that vocational programs are of sufficient scope and quality to meet national skilled workforce requirements.

The National Commission for Employment Policy in a study last year recommended that Federal funds should no longer be used to supplement State funds. Rather they should be used for program improvement and innovation.

A recent public hearing of our local D.C. Advisory Council on Vocational Education highlighted citizen concerns that innovation be encouraged in our career development programs and that we prepare our students for new careers.

Given our national preoccupation, competition with the Soviet Union, we should look to our budgetary priorities and see how little relative importance we place on technical training. Russia, on one hand, graduates six times as many engineers as we do. While I do not have precisely comparable data, specialized secondary school graduates are the principal sources of middle level personnel in Soviet industry. Their schools provide technical training at much earlier points than do our American schools. They spend between 1½ to 2½ years, depending upon the specialty, beginning in the eighth grade.

It is interesting to note, when one looks at the types of programs offered by the District public schools, that very few technical training opportunities are offered in the secondary schools. In fact, when I looked at the 1981 vocational education accountability report last night, I saw no cooperative programs in either agriculture or technical areas.

Federal funding for vocational education in the District is targeted for a very severe reduction. While the city received $2.3 million in fiscal year 1981, by fiscal year 1983 projections from the Education Department are that the funds will be $1.3 million. That is a 59-percent reduction.

A recent article in NEA's "Now" said that the comparable national average is only a 36-percent reduction. Hopefully, the Congress will prevail upon the administration not to reduce it to that extent. I think it is important to put on the record.

If the District's fiscal year 1983 budget is approved based on the Board of Education's submissions to the Mayor and the Council, they will have over $4 million in new vocational education dollars. This will begin to help the loss of Federal dollars, but we need far greater resources.

The District of Columbia's local advisory committee in its 10th annual report, which was several years ago, urged the Board of Education to seek legislative and mayoral approval of a comprehensive statute for a fundamental level of support for vocational and technical education.

I would argue that we need to locally review our decisionmaking processes to assure that vocational and technical programs are adequately funded.

In the D.C.'s schools up through fiscal year 1982, the level of support was less than 2 local dollars for each Federal dollar available. When I looked at "The Condition of Vocational Education," which is a publication by the U.S. Education Department, we are at the bottom of the heap.

Our needs are at least as great as any other State's. I would argue that they are greater than many of them. It is obvious that we must examine how we allocate our local resources.

That is all I have to say. Thank you.

Mr. DYMALLY. Mr. Simons?

STATEMENT OF WILLIAM H. SIMONS, SECRETARY, METROPOLITAN WASHINGTON COUNCIL, AFL-CIO, ACCOMPANIED BY JOSLYN N. WILLIAMS, PRESIDENT, METROPOLITAN WASHINGTON COUNCIL, AFL-CIO

Mr. SIMONS. I am William Simons, president of the Washington Teachers' Union. However, I am here today as the secretary of the Metropolitan Washington Council, AFL-CIO.

On my left is the newly elected president of the Metropolitan Washington Council, Joslyn N. Williams.

I have submitted to you a brief statement, making some observations with respect to career development in the D.C. public schools. I would ask, if possible, for the union to submit a more detailed statement in the very near future before the record is closed.

Mr. DYMALLY. Without objection, so ordered.

[Material to be supplied follows:]

STATEMENT OF

THE WASHINGTON TEACHERS' UNION, LOCAL #6
AMERICAN FEDERATION OF TEACHERS, AFL-CIO

ON THE

VOCATIONAL, TECHNICAL PROFESSIONAL,
ALTERNATIVE EDUCATION AND CAREER
DEVELOPMENT IN THE DISTRICT OF
COLUMBIA HEARING

BEFORE THE

U.S. HOUSE OF REPRESENTATIVES SUBCOMMITTEE ON
JUDICIARY AND EDUCATION

APRIL 1, 1982

Delivered by: Mr. William H. Simons
President, Local #6, AFL-CIO

Accompanied by: Mr. Charles R. Braxton
Legislative Representative

THE WASHINGTON TEACHERS' UNION
2101 L Street, N.W., Suite 905, Washington, D.C. 20037
Phone 452-8120

WILLIAM H. SIMONS
President
1917 [illegible] Street, N.E.
526-[illegible]

Johnnie D. Jackson
General Vice President
Jean C. Smith
Recording Secretary
Luther C. Shelton
Vice President Elementary
Esther S. Hankerson
Vice President Jr. High
Gwendolyn A. Betancourt
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March 25, 1982

Congressman Mervyn M. Dymally
Chairman, Subcommittee on Judiciary
and Education
U.S. House of Representatives
Room 1310, Longworth House Office Building
Washington, D.C. 20515

Congressman Dymally & Members of the Subcommittee:

I am William H. Simons, President of the Washington Teachers' Union. This morning I am appearing in another role, that is as the Secretary of the Metropolitan Washington Council, AFL-CIO.

My presentation this morning are observations with respect to Career Development and Alternative Schools in the District of Columbia. It is by no means exhaustive of the subject but merely a cursory review as to the needs of the school system in this area.

Career Development has been considered by many as being the stepchild of the Public Schools of the District of Columbia. There is no question that it has suffered over the years from neglect and often takes the brunt when there is a reduction in funds for the school system. There is perhaps some historical significance to this phenomenon in the sense that for many years there existed a negative attitude towards hand labor and those who engaged in such were considered to be inferior to those who pursued the academic oriented occupations. Another contributing factor was the systematic denial of Blacks to engage in the artisan crafts following the Civil War and the exclusion of Blacks from the craft unions.

Washington Teachers Union, Local 6 of the American Federation of Teachers, AFL-CIO,
Official Bargaining Agent For All District of Columbia Teachers

For many years the Vocational High Schools, the former designation for the Career Development Centers, were viewed as the dumping grounds for those students who were labeled as being unable to pursue an academic course of studies. The Washington Teachers' Union was cognizant of this fact and in its first Agreement with the Board of Education in 1967 included the following language in an attempt to change the image of those schools and to provide for a better process of selecting students.

> "e. Students for the vocational high schools shall be selected on the basis of interest, mechanical aptitude and ability determined from interest inventory and other reliable standardized tests and a review of the applicant's school record. This shall not preclude the acceptance of students on a trial basis, who may not meet prescribed entrance requirements if work stations are available for them.
>
> "f. Students not profiting from vocational offerings in a vocational high school shall be referred to the counselor after the first semester. A student so referred may be returned to the same class only after a conference attended by the counselor, the teacher, the student, and the head of the school or his designee. After such conference, if it is agreed that the students is not vocationally oriented, he shall be transferred to his area high school in accordance with established transfer rules and regulations.

Having achieved the initial objectives this provision was dropped in the 1976 Agreement.

Career Development is a life long process and in these days of rapid change in technology it is essential that students begin the process of exploration careers at an early age and this should continue throughout their school years. Unfortunately this cannot be done at the present time in the Public Schools of the District of Columbia. Exploratory opportunities have been curtailed to the extent that they are almost nonexistent. For example instrumental music instruction has all but been eliminated in the elementary grades thus depriving the students an opportunity to receive an early exposure. The junior high schools in this city were equipped with shops which permitted students to explore graphic arts, electrical mechanics, metal work, joinery, and home economics. These shops were fully equipped and staffed. There are few schools which have more than one shop in operation.

Another area of concern is the exploration of the business and clerical skills. It is ironic that one of the main sources of employment is in the area of secretarial and related occupations. The business education department has been so decimated that it defies logic.

In these days when the available funds are shrinking it is incumbent upon all concerned to secure assistance in an effort to insure that the maximum opportunities are available to the clientele served by the public schools. The efforts by the Superintendent to enlicit support from the business community to establish programs in the schools is welcomed. These programs would provide excellent opportunities to expose students to the current operations in a variety of areas. The exposure would probably be more advanced than that which is available in the Career Centers. Changes in the system are often slow.

The D.C. Public Schools provide some access to alternative means of education which is oriented towards career development. The basic G.E.D. program provides the necessary experiences which enables one to receive the equivalent of a high school diploma which is necessary for the entry into many occupations. The Spingarn Stay program was created to provide an opportunity for young people who work during the day to continue their high school education after their working hours. Some years ago the Washington Urban League developed the Street Academy concept in conjunction with the public schools. This program has been incorporated into the system. There also exists the School Without Walls which is basically an academic school with the structure of the classes such that much of the instruction takes place in the community.

The Ellington School of the Arts was created to provide exploration as well as specialization in the area of the Fine Arts. I am pleased to note that the Union recognized a need for such a program and the foundations for such was incribed in the Agreement between the Union and the Board of Education which took effect in January 1969.

> "Such proposals shall be presented to the Board for its consideration by September 1969.
>
> In all summer Fine Arts Programs conducted by the Board, the head of the school, upon written authorization from the appropriate office, shall release in writing to the director conducting said program all pertinent instruments and equipment assigned to the school for the purpose of carrying on said program. The director shall make such instruments and equipment available to the teachers participating in said program upon their request.
>
> 10. Fine Arts
> The Board and the Union recognize the need for a comprehensive Fine Arts Program. Immediately upon the signing of this Agreement, the recently appointly Fine Arts Committee, composed of Union and Board members, will develop a proposal for the establishment of a Fine Arts Program.
>
> Consideration will be given by such Committee to the following:
>
> 1. Organizational changes
> 2. Curriculum modifications (K-12)
> 3. Personnel needs
> 4. Budget requirements
>
> The Committee's proposals will also include job descriptions and specifications of license requirements for teachers and other staff members."

Other alternative programs include the Capitol Page School, the D.C. High School Internship Program and the High School College Internship Programs.

There is the constant need to update and renovate the Career Development Schools. The lag between the request for capitol improvements and the delivery of the money to accomplish the same sometimes result in the completion of absolescent improvements. The need to keep a current inventory of the present and future careers is necessary. Of course the unemployment statistics of today do not provide great incentives in any career area.

Career Development is one of the most important functions of the school system. To maximize the potential a concerted effort on the part of the entire community is necessary to insure the exposure and subsequent training in specialized areas for students in order that they may become productive citizens in our society.

Respectfully,

William H. Simons

William H. Simons
President

WHS:jg

Attachment 1

However, there remain some serious needs which will not be met by the present budget. One such area of major concern to the District of Columbia League of Women Voters is vocational education, now known as career education, or career development. Our vocational facilities have long been too small as well as outmoded.

CAREER DEVELOPMENT PROGRAMS SHOULD BE EXPANDED

Career development, a long-range plan for comprehensive education which would make both technical and academic courses available to all students, has never been adequately funded in the District of Columbia. By stretching its resources to the maximum, this department is now serving about 13 percent of the senior high school population on a full-time basis, and an additional 22 percent in scattered part-time offerings.

As of now, the only technical courses available in our high schools are in the areas of construction and wood, drafting, and printing and these are not available in all high schools. In some high schools, shops are virtually nonexistent.

Additional funds for the expansion of career development programs are also needed in the capital outlay budget. The poor conditions of industrial arts shops in junior and senior high schools and the educational deficits which result from these conditions are well known. Yet the amounts budgeted to improve these shops are far below the amounts needed to do the job. For example, for the industrial arts shops, $700,000 of the needed $1.7 million is provided. For health occupations and distributive education equipment, less than a third of the amounts needed is provided. Jobs in these latter two areas are available in this region, and the Department of Career Development is ready to provide the programs.

However, the league does not like to see effective programs suffer as a result of special interest in limited areas. Last year, when Congress directed that $2 million be diverted from other parts of the school budget and earmarked for special education, problems were created for both special education and the rest of the system. The special education department was not geared to expand so rapidly and significant cuts had to be made in other areas. This situation, we feel, is a typical result of the inflexibility imposed by earmarking funds.

Rather, we would like to see provided additional flexibility for the Board of Education to use funds which are appropriated in a given year. The District of Columbia League of Women Voters has noted with interest the recommendation of the Nelsen Commission that, after a suitable review of the base budget, District of Columbia officials be given increased authority to reprogram funds, as a start toward delegating greater freedom to make detailed budgetary decisions. Such additional flexibility would enable the Board of Education to use otherwise unused funds for pressing needs, and to extend the progress it has made toward improving the schools.

Finally, comparisons are often made among school districts concerning per pupil expenditure, and reports have made it appear that the District of Columbia per pupil expenditure is extraordinarily large.

However, such direct comparisons are not valid unless the figures are adjusted for variations in the way different school systems compute important statistics. The District of Columbia school computation of the per pupil expenditure includes Federal funds, special education, prekindergarten and kindergarten, and vocational education, but any or all of these may be excluded from the computations reported by another school system. In fact, when per pupil expenditures are adjusted for variations in computation, the differences among large city school systems are small.

Attachment 2

5. As to career development or vocational education, we would like to see a substantial increase in the funds available to Dr. Cawein, through reprogramming with the school budget and reprogramming from other District Budgets.

At present less than one fifth of the senior students are enrolled in vocational programs. In the study of Federal Programs for Manpower Services by the GAO, it was shown that in 1972, of the $23 million spent by the Federal Government for training programs, the Public Schools got only $2.5 million in 1972 and the situation is essentially the same in 1973. Furthermore, the proportion of District funds to Federal funds for vocational training in the public schools has dropped from a 5 to 1 ratio in 1960 to a 2 to 1 ratio at present, though 5 to 1 is still the national average.

The present very slight emphasis on vocational training in the public schools is caused in part by the composition of the CAMPS Advisory Committee which divides up the Federal Money. On the committee, the Public Schools are represented, but so is the Washington Technical Institute, Federal City College, as well as UPO, Youth Opportunity Services and other agencies which receive the grant money. The conflicts of interest are too numerous to mention. For instance, Mr. Barry the head of the School Board, sits on the committee which gives Pride grants as well as the Public Schools.

We recommend that all of the funds for those under 18 be allocated to the public schools, and spent in a proper career development structure with many schools open on a 12 month basis, especially the vocational high schools; we also recommend a large increase in the apprenticeship program. We recommend a complete reorganization of the CAMPS Board which allocates funds, so that conflicts of interest are eliminated.

If this were done, the figures below might be substantially altered.

$3000 a year (present cost for vocational training

less than one half of those entering 7th grade finish high school

truancy rate of 25%

10,000 juveniles on the criminal roles

very high unemployment, welfare and under- employment figures.

Part of the money for vocational education should be found by reduced academic instruction. Academic instruction in the senior high schools costs about $800 a year.

6. We also ask that you insist that next years school budget be presented on a school by school basis as well as in summary form. ..

Attachment 3

STATEMENT OF MARY ELLEN CLARK, CHAIRMAN, BUDGET COMMITTEE, D.C. CITIZENS FOR BETTER PUBLIC EDUCATION, INC.

SUPPORT FOR ADEQUATE EDUCATION BUDGET

Senator BAYH. Our next witness, Mrs. Mary Ellen Clark, chairman of the budget committee of the District of Columbia Citizens for Better Public Education.

Mrs. CLARK. I would like to identify myself as a fellow Hoosier. My name is Mary Ellen Clark.

Senator BAYH. Thank you very much. That is not going to hurt your case any.

Mrs. CLARK. I hope it will get another $1 million for public schools. I represent District of Columbia Citizens for Better Public Education. I have been coming up here to plead for an adequate education budget for the District of Columbia for a number of years and before a number of chairmen of this particular subcommittee. I want to thank you for the welcoming tone of the letter announcing this hearing and for the promise of cooperation that it carries.

We are particularly sensitive to the timeliness of this hearing. A dark cloud hangs over the 1974 budget which it is in your power to dispel. The sources of revenue earmarked by the District government for fiscal year 1974 have been put in jeopardy by the House action the 1973 supplemental appropriation bill. If the House view should prevail in the conference committee and revenue sharing funds planned for use by the city in 1974 have to be applied to the 1973 fiscal year, education may face another financial crisis.

The education budget has only been put into balance in fiscal year 1973 and 1974 by the infusion of revenue sharing, to the tune of $8.6 million in 1973, and over $13 million in 1974. Almost all of that money is required to pay for the teachers' pay raise enacted last year by Congress. If the authorized Federal payment is not appropriated, and if $8.5 million of revenue sharing funds intended by the city for 1974 have to be used to get through the current fiscal year, we fear that the big loser in next year's budget game will be the public schools.

The schools are still suffering in the aftermath of a serious financial crisis last year. In response to a congressional order which originated in this committee, the Board of Education was required to revise the base budget for education downward by nearly $5 million. The 1972 appropriations bill, which was passed with the fiscal year already half over, ordered a new $2 million program in special education without providing any new funds to pay for it. In order to comply with the direction in the 1972 fiscal year, and apply it to the proposed 1973 budget, the Board cut deeply into administrative staff, reduced the ranks of teachers, and instituted stringent economies which affected every classroom.

The Board of Education, it is fair to say, made an enormous effort to carry out the will of Congress to find money for special education through a total revision of the budget. They committed themselves to a philosophy of meeting the educational needs of the handicapped child by keeping him in the mainstream of the regular school program alongside other children whenever possible. Yet, in that venture they were hampered every step of the way by a budgetary policy that prevented the expenditure of special education funds except for special education in the very narrowest sense.

Because there had been no planning for a sudden large increased expenditure for special education, and because highly qualified staff took time to recruit, large amounts of money appropriated for special education have been turned back to the Treasury. If that money could have been spent to allow regular classroom teachers to get new ideas, new assistance, new materials and supplies to help them deal with the special children in their classrooms, those children would have had an enhanced opportunity for success. Instead, the situation undoubtedly produced even more "special" children.

WADDY DECREE ON SPECIAL EDUCATION

Last September a Federal court handed down a decree requiring a still greater, but still not fully defined initiative in the field of special education. The 1974 budget certainly does not contain the resources to finance a program of compliance with the Waddy decree.

We do not quarrel with the efforts to recognize and to meet the needs of special education. Congressional action came as a result of community pressures to meet needs which were legitimate and which had been long ignored. These pressures will continue to exist until there is some semblance of balance between supply and the demand for the facilities and resources to educate the mentally, emotionally and physically handicapped children of this city.

Senator BAYH. Before you move on, could I ask if you have any estimate as to how much additional resources would be required to comply with the Waddy decree?

Mrs. CLARK. Honestly, it is not—I testified the other day before Congressman Dellums, and I listened to a full day of testimony, and I have no figure, and I do not think a figure exists. There is a lot of data about what the decree means. Still, if you construe it—and the expression there was that there would be an attempt to find out precisely what it means and what kind of program is appropriate to comply. I honestly do not know the answer. I heard two absolutely radically opposed about what it did mean.

The point we want to make is that neither the Congress nor the court should require the school system, if it is denied new funds for special education, to make another heroic effort to turn the regular school budget base upside down for that purpose. There should be no repetition of last year's scrounging for funds at the expense of the rest of the system.

This 1974 education budget contains little in the way of new programs. Its best feature is that it redresses some of the losses in the ranks of classroom teachers which occurred through the budgetary expedient of failing to fill vacancies. It transfers from impact aid funding, which has a very uncertain future, 45 positions in business management, an area in which the school system has proved itself notoriously deficient.

We have become convinced that many of those administrative weaknesses stem from the inequities of the budget process—the 2-year leadtime which makes the budget obsolete before it is adopted, the in-flexible and dilatory process of reprograming funds, an insistence on impossibly narrow definitions of the way funds may be spent—all of these have shocked outsiders. Perhaps we who have been close by for many years are too inured to be aroused by the process. I would plead with you as a newcomer on the scene to make better sense of it.

Thank you, sir.

Senator BAYH. Thank you very much for giving the benefit of your thoughts, Mrs. Clark. I am impressed by your closing reference. Perhaps there is benefit attendant to not being one of the most senior among seniors. We will see.

I hope we can do what you consider is in the best interest of the educational system of the Nation's Capital. I have long had a very strong personal interest and a family interest, and salute you and your organization for urging the Congress to do better, to do more.

Mrs. CLARK. Thank you.

STATEMENT OF ARCHIE H. LUCAS, ASSISTANT PRINCIPAL, WOODROW WILSON HIGH SCHOOL

ACCOMPANIED BY IRMA WIPPLE, MEMBER, SPECIAL BUDGET COMMITTEE, WOODROW WILSON HIGH SCHOOL

SUPPORT OF BUDGET REQUEST

Senator BAYH. Our next witness is Mr. Archie H. Lucas, assistant principal, Woodrow Wilson High School.

Mr. LUCAS. Mr. Chairman, my name is Archie Lucas, assistant principal at Woodrow Wilson High School. I have with me Mrs. Irma Wipple, who is a member of our special budget committee, which we formed at the school to study ways and means of what we might do on the local school level to lend support to the Mayor's request for the budget item of education for fiscal year 1974. Our committee is comprised of two faculty members, two parents, the president of the Woodrow Wilson Student Council, a student member of the yearbook staff, and I serve as the chairman of that committee.

We are making this presentation today because we hope that you as Members of the Senate, members of the Appropriations Subcommittee on the District of Columbia, are interested in how the present budget affects one District of Columbia high school.

I might say that we are not asking for any particular consideration for Woodrow Wilson High School, but since we are familiar with the effects of the budget cuts on our program, we would like to share that with your subcommittee.

The facts we present from just one high school provide eloquent testimony in support of every penny the Mayor has requested for the District of Columbia public schools and considerably more if you agree with us that money spent to educate children is the best investment for the future that our country can make.

Woodrow Wilson High School is sorely handicapped by a critical shortage of classroom teachers and of many basic school supplies such as textbooks, library books, and live laboratory specimens.

Two years ago, a decline in secondary enrollment was projected. Woodrow Wilson lost six classroom teachers as a result. This year on the basis of a similar projection, our school lost one additional teacher.

These reductions, a total of seven, have been made while the actual enrollment at Woodrow Wilson has increased in each of the last 2 years. As of March 27, 1973, there were 1,774 students enrolled at Woodrow Wilson, 181 more than we had 1 year ago. Based on the current ninth grade enrolment in our feeder junior high schools, an increase of approximately 200 students is expected for the school year which will be in September 1973.

Based on our present total number of classes, 339, our present average number of students per teacher is 27.6 per class. Just considering this average, Woodrow Wilson would need five more full-time teachers to meet the recommended ration of 25 to 1.

In determining the number of teachers needed, several significant facts are obscured by any justification based on ratios.

All ratios are based on a teacher's workload of five periods a day of 25 students per class, theoretically giving each teacher a total of 125 students a day.

Some classes by their very nature must be small, such as advanced placement classes, and special classes for students who learn at a slow pace.

Teachers elected to serve as department chairmen must attempt to fulfill the many duties of their office without either additional pay or a reduction in student load.

ELIMINATION OF EXTRA-DUTY PAY FOR TEACHERS

Prior to November 1971, teachers were compensated by extra-duty pay for recognized extracurricular activities, such as club sponsorship and student publication sponsors. Budget pressures have caused all extra-duty pay to be eliminated. Since 1971, a few of these many functions have been performed by dedicated teachers who volunteer their service at great personal sacrifice, especially considering the excess student load many teachers have to carry. Of our total number of 69 teachers, 44, or 64 percent, carry a daily teaching load in excess of 125 students.

As a result of the increase in enrollment and the decrease in the number of teachers, it has become necessary to drop our courses in analytic geometry-calculus and our course in consumer information.

When we examine the 181 classes, as of March 1973, in the four major academic subjects, English, science, social studies, and math, we find an overall student-teacher ratio of 29.8 to 1; in English, with the total number of classes 59, the ratio is 27.7 to 1; in science, with the total number of classes 39, the ratio is 27.7 to 1; in social studies, with the total number of classes 43, the ratio is 32.1 to 1; in math, with the total number of classes 40, the ratio is 32.4 to1; 90 of the 181 classes, or 50 percent, in these four major academic subjects have 25 to 35 students per class; 25 percent have 25 or more students per class.

The crisis in secondary school supplies is as alarming as our shortage of teachers based on our experience at Woodrow Wilson High School.

In 1973, Woodrow Wilson was allotted $29,220 for all supplies, including textbooks, for an actual enrollment of 1,500 students. The 1974 budget allotment for supplies and books is $28,218, and our enrollment on March 27, 1973, was 1,774 students. This 1974 budget under consideration actually reduces all school supplies further from the very inadequate 1973 figure of $17 per student to $15 a student. If our actual enrollment in the fall of 1973 increases by approximately 200, as we figure it will, the 1974 supply allotment will be $14 per student, or a net decrease of $1 per student, and everyone knows what inflation is doing to the purchasing power of those fewer dollars.

In 1973, textbook needs estimated at $12,000 were met by a textbook allotment of $8,994.

In addition to the textbook shortages, these supply allotments have resulted in some other unbelievable situations: for example, no money was provided in the 1973 budget for the purchase of biological specimen, estimated need at $700; our music department has had no money for the purchase of musical instruments provided in the budget, for over 5 years.

In the area of building and grounds, there are similarly many absolutely necessary budget items which have not been funded. For example, there is no money for insect repellent, though some rooms are literally crawling with cockroaches; no money is available for corrections required by errors in construction, a good example is a totally inadequate ventilation system in the new gym recently completed at Wilson.

Attachment 4

Wash. Post Mar. 19, 1981

Area Schools Face $43 Million Loss In Reagan Cuts

W Post -81

By Judith Valente and Athelia Knight

Washington Post Staff Writers

Washington-area school systems could lose as much as $43 million in federal aid for the coming school year if President Reagan's package of budget cuts is approved, school officials said yesterday.

The federal fund reductions in such programs as subsidized lunches, impact aid and vocational education come at a time when most area school systems are already being pinched by municipal cash shortages.

Declining enrollments are forcing school boards to close dozens of neighborhood schools. Soaring energy costs are sending already lean school budgets into the red. Teachers in the District and Maryland are being laid off or clamoring for salary increases.

If Reagan's proposals are adopted by Congress, the already financially strapped school systems would face even greater problems, area administrators said yesterday.

The Reagan cuts have been criticized as being aimed primarily at the poor. But the reductions would have far-reaching and critical impact on nearly all of the school systems in the Washington area — from affluent Montgomery and Fairfax counties, where municipal service burdens are lightest, to Prince George's County and the District of Columbia, where burdens are heaviest:

- D.C. schools, which already are facing a $10 million deficit in next year's budget, would lose an additional $13 million in federal grants. Officials said that would lead to an increase in class sizes from 28 to 30 students, elimination of vocational education programs in junior high schools, drastic reductions in special reading and mathematics programs for the economically disadvantaged, higher costs for lunches and possible elimination of the school breakfast program.

- Fairfax County schools would lose $15.3 million in federal grants, including money for school lunches, vocational and adult education programs and programs for the handicapped. More than half of the $15.3 million loss would be impact aid — federal funds sent to municipalities that provide services to areas with high concentrations of federal employees and facilities. Impact aid has become a key supplement to many municipal budgets here.

See DISTRICT, A20, Col. 1

DISTRICT, From A1

- Prince George's County school officials anticipate losing $9 million, leading to a 20 percent reduction in the county's vocational education programs as well as a major cutback in the number of pupils eligible for free or reduced-price lunches. Currently, 25 percent of the county's 121,800 public school students are eligible for the subsidized lunch program.

- Montgomery officials expect to lose at least $2.4 million in impact aid, but have yet to determine the full extent of the proposed cuts.

- Arlington faces a loss of $2 million in impact aid and funds for special reading and mathematics programs. School officials hope to recoup some of the lost funds from the county government. But county officials have already indicated their intention to hold down school spending because of declining enrollments.

- In Alexandria, $1.1 million could be lost, including special education and lunch program funds as well as impact aid funds. School officials are uncertain about other sources of funds.

"If [these funds are cut] can public education continue to carry out its mission for this city?" asked D.C. board president Eugene Kinlow (At-large), testifying yesterday before the House District Appropriations Subcommittee on the school system's proposed $248 million budget for 1982.

"This is the time for the federal government to become part of the answer, not part of the problem," Kinlow said.

Bill Leonard, Alexandria's assistant superintendent for finance, said in an interview, "If the losses should be substantial, we would be forced to go back to the drawing board to determine what programs or services could be reduced."

Reagan has asked Congress to slice $4.7 billion from former president Jimmy Carter's funding requests for the Department of Education for the fiscal year beginning Oct. 1 and includes the 1981-82 school year.

Congress has just begun to consider the proposals, but Reagan suffered an early setback Tuesday when the House Education and Labor Committee rejected every one of the proposed cuts in programs that fell under its jurisdiction.

That committee is one of the most liberal in Congress, however, and the ultimate fate of the proposals is far from clear, observers say, especially with much of Congress in a budget-cutting mood.

The Reagan cuts were discussed yesterday on Capitol Hill when D.C. school officials appeared before the House District Appropriations subcommittee to testify on the city's proposed operating budget for the 1982 fiscal year.

Noting that the city has started new programs to raise standards and student achievement in Washington's troubled schools, Acting Superintendent James T. Guines said, "If urban education can be saved, [the District] would be a laboratory to demonstrate where it can be done . . . But at some point creativity and innovation run out and there is a need for [financial] resources."

School officials said they would need a budget of $258 million just to keep the same number of employees and programs next year that currently exist. The mayor and City Council have approved a budget of only $248 million for the 1982-82 school year.

The school system also faces a $6 million deficit in the current school year's budget because of cost overruns in fuel, electricity and transportation for the handicapped, and is requesting supplemental aid from Congress just to finish out this year in the black.

If the House and Senate committees are not forthcoming with further funds, the school system then would be forced to lay off either more employes or put employes on furlough, said board member R. Calvin Lockridge, chairman of the schools' finance committee. A furlough of all employes would save $1 million a day, Lockridge said.

The proposed Reagan budget cuts could force the school system to eliminate the practice of picking up handicapped students at home for busing to school. Instead, the students would have to be brought to various pickup points by family or friends, Lockridge said.

The cost of school lunches in D.C. public schools has already been increased to 45 cents a meal in elementary schools and 60 cents in secondary schools. A reduction in child nutrition funds as proposed by Reagan could price the meals out of the range of many poor families, school officials said.

Fairfax County would lose $4.5 million in meal subsidy funds — 72 percent of the county's entire food-subsidy allotment, according to school officials. Such a reduction could lead the county to drop out of the federal program, according to one school official.

A Prince George's County official said the loss of federal school lunch and vocational funds would be especially difficult to absorb because of a charter amendment approved in 1978 that limits the amount of money the county can collect in property taxes.

Attachment 5

STATEMENT OF ACTING BOARD PRESIDENT

Ms. RIEFFEL [reading]:

> Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him adjust normally to this environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

That is a quotation from *Brown* v. *Board of Education*, May 17, 1954.

> The denial of an equal educational opportunity, particularly to Black children and children of other minority races, can be accomplished in many ways. Prior to May 17, 1954, segregation of schools by race was the overt method by which some children throughout this country, and the majority of children who lived in the District of Columbia, were denied their right of an equal opportunity to education.

On April 17, 1980, the denial of an equal educational opportunity to children who live in the District of Columbia is being perpetuated in a more subtle fashion than it was 26 years ago. In recent years, the Congress of the United States has repeatedly told this Board of Education that we are asking for too much for our children, that we must reduce or eliminate educational programs our children need to broaden their horizons and to achieve their potential as human beings and productive citizens, that every year after sessions like today we must go back frustrated and humiliated to our children and our community, knowing that with each budget reduction imposed upon the school system the educational opportunities for our children are dwindling, and also fearing that the population of our penal institutions—as a result of escalating unemployment—will further increase.

STEPS TAKEN BY BOARD

I am here today to say to each member of the Committee: this Board of Education is going to take every possible step it can to ensure that the students in the District of Columbia Public Schools are not minimally educated, but are well educated. By mid-May, I anticipate that the Board of Education will approve a new, more stringent, student promotion plan to take effect when schools open for a new term in September. Also by the end of May, I expect that the Board of Education will have approved an increase, a substantial increase, in the number of requirements for high school graduation—also to take effect in September.

The future success of the actions I have just mentioned, or any actions taken by the Board of Education, is dependent upon adequate financial resources and, especially, the presence in our schools of teachers and other personnel who have the specialized training to teach skills necessary to function—and to survive economically—in our technologically developing society. We must, as well, have teachers who are trained in providing individualized remedial instruction to students who experience learning difficulties.

CUTBACKS IN SCHOOL FUNDS

At this time, however, due to Congressional cutbacks of our appropriations and the troubled financial plight of the District of Columbia, the Board of Education is faced with having to make spending reductions in fiscal year 1980 of at least $25.9 million since this school year began. It is one thing to be forced to change plans after they have been made, no matter what the situation might be; it is quite another to plan for a school year, promise children there will be certain programs, get the programs started, place children in the programs, and then find out the programs may have to be curtailed, and some eliminated altogether, because the money to pay for the programs has been taken away or denied the school system. Please consider for a moment the harm done to the hopes, the aspirations, and the motivation of children when what they were promised is not provided, or worse, once provided, it is taken away.

The Board of Education is also presently faced with the dilemma of making $27 million in spending and program reductions for fiscal year 1981—even before this Committee or the full Congress considers or acts on our fiscal year 1981 appropriation level. The fiscal year 1981 funding level for the school system established by the city was $252 million, as opposed to the $279 million we requested. If this funding level is sustained, it will be the most severe cutback in funds for public education ever established. All of the cutbacks we have made, are making, and may have to make next fiscal year will result in massive personnel reductions when fiscal years 1980 and 1981 are looked at together.

If we are to give our children a decent public education, we need, at the very least, to keep in our schools all presently employed teachers and other personnel who are able to provide modern day skills instructions, remedial instruction, and basic education in reading, writing and mathematics. The tragedy is, that when confronted with severe budget reductions such as those we are now facing instead of adding new and specialized instructional personnel to our teaching corps, we are being forced to terminate those very such individuals we now have. In times of reduction-in-force, the last hired are the first fired.

OVERVIEW OF FINANCIAL SITUATION OF SCHOOLS

I would like to share with you a brief overview of the fiscal year 1980 financial situation as a case in point to demonstrate the squeeze the Board of Education is in now, and has been in recent years—though this year has been, by far, the worst.

As you may recall, the city recommended a funding level for the public schools in fiscal year 1980 at $258.8 million. Since Congress rarely establishes the Board of Education's actual annual appropriation until just before, or just after, our fiscal year begins in October, $258.8 million was the level upon which our 1979-80 school year programs and operations were based. Congress, however, eventually approved (and again I reiterate this was after the school year started) an appropriation of $247.1 million. This meant that we had to make program and spending cutbacks of more than $11 million, which we did.

Cost overruns for fuel oil, pay raise increases for cost-of-living and food service employee classification which must be absorbed with appropriated funds came to approximately $7.9 million. In addition, cutbacks to be made to provide savings to the municipality to ease the financial crisis will total at least $6.2 million of funds allocated for public education in the District.

When one considers that the Board of Education has already made $19 million in expenditure reductions since the beginning of this school year, when one considers that we may yet have to absorb millions more in further reductions before this fiscal year ends in order to assist the city in these troubled fiscal times, when one considers that we simply cannot do without a funding level of $279 million in order to adequately operate the school system in fiscal year 1981, no matter how you look at it, a crisis situation exists for public education in the District of Columbia.

DETERMINING PROGRAMS TO BE CUT

I would like to ask, since the Committee and eventually the full Congress can do much to assist the quality of public education in the District, what school programs, in the opinion of the Committee or Congress, are not needed by the children who live in the District? We have closed and returned to the City Government 20 buildings since 1976 and are now considering closing 21 additional buildings, 7 before fiscal year 1981 begins and 14 before fiscal year 1982. Nevertheless, it is obvious our efforts to react to declining enrollment and better utilize our vastly understaffed maintenance department have not been enough. Should we thus take a laundry list approach and, for example, wipe out adult or career education? Eliminate summer school altogether? Close schools early? Open schools in October or later—after the date, whenever it is Congress finally determines our annual appropriation; if we took this approach at least we would know how much money we did not have for use over a full school year. Would you have us terminate even more employees than we already plan to, regardless of our students' needs and regardless of our citizens' needs for jobs when unemployment in the District is at a catastrophic level? Should we close schools haphazardly? Trim even further school lunch programs or forget about school maintenance? Eliminate interscholastic athletics?

PLANNING FOR 1981 SCHOOL YEAR

The Board of Education is planning for the 1981 school year right now, but if past experience is any indication, we may be engaged in an exercise in futility. The fiscal year for our programs which are funded by Federal grants begins in July. The fiscal year for our appropriations cycle begins in October. We organize schools in the spring, which we are doing right now. We establish programs, make firm commitments to our students for the courses they will start in September, determine teacher assignments right now. And we do so hoping that Congress will eventually grant the public schools a fiscal year 1981 appropriation of approximately $279 million.

CHANGING FISCAL YEAR FOR PUBLIC SCHOOLS

In the past, our requests to Congress that we be allowed to go back to a July-to-June fiscal year cycle for appropriated as well as grant funds have gone for naught—even though this would do wonders for simplifying our yearly planning and accounting procedures. This being the case, we need to know as soon as possible what the final Congressional action on our fiscal year 1981 appropriation will be. With this information we can attempt to make realistic educational program plans for the school year beginning in September. I would also urge that the Committee give serious consideration to the severe expenditure, personnel and program reductions we have made in the last year, and the additional reductions we will have to make in the upcoming year, and that the Committee recommend a fiscal year 1981 appropriation for the Board of Education of $279 million.

QUOTE FROM PASSOW REPORT

I am sure you are all familiar with the Passow Report, a summary of the public school system in the District which was issued in 1967. I would like to read an excerpt from that report, because it is worth re-emphasizing at this time that:

> Because of the District's unique relationship to the Federal government, whereby Congress acts as a "superboard of education," that body must reconsider its obligations to Washington's 150,000 children. Deep as its concern must be for the District's children, Congress has still another responsibility to the nation as a whole: it must help make it possible for Washington to become the nation's laboratory for the

creation of a model for urban school systems and its showplace to other countries of how America's goals and values of equal opportunity can be attained in the metropolitan setting.

The District is not just another large city; it is the nation's capital and the country's international center. It is my sincere hope that the Committee will join the District of Columbia Board of Education in our efforts to provide children in the District with a quality education.

DECISION OF BOLLING VERSUS SHARPE

I would like to leave you by recalling that on May 17, 1954, the Supreme Court issued a companion decision to Brown v. Board of Education. That decision, Bolling v. Sharpe, focused strictly on public education in the nation's capital and, with minor paraphrasing to reflect the conditions which exist in 1980—rather than in 1954, part of that opinion might read as follows:

> . . . Liberty under law extends to the full range of conduct which the individual is free to pursue, and it cannot be restricted except for a proper governmental objective. Denial of an equal opportunity to a public education is not reasonably related to any proper governmental objective, and thus it imposes on children in the District of Columbia a burden that constitutes an arbitrary deprivation of their liberty in violation of the Due Process Clause.
>
> In view of the decision in Brown v. Board of Education that the Constitution prohibits the states from maintaining school systems which do not afford equal opportunity to education, it is unthinkable that the same Constitution would impose a lesser duty on the Federal government. Denial to the students in the public schools of the District of Columbia of an equal opportunity to education, by any means, is a denial of the due process of law guaranteed by the Fifth Amendment of the Constitution.

Thank you.

Mr. DIXON. Thank you very much. I understand the statement you have read is by Mr. Lockridge, and I certainly understand the Board's frustration with Congress as it relates to a funding formula or lack thereof.

NON-INVOLVEMENT OF COMMITTEE IN PROGRAM DECISIONS OF BOARD

I think that we should move in the direction of trying to provide some predictability as to the monies that the Board and other District programs will receive. But I hope you don't want—and I as a member of the committee would certainly discourage the committee from determining priorities even in the sense where there is a limited amount of money which requires that you might have to make certain cuts. Mr. Lockridge suggests we should participate in making those difficult decisions.

There is a great temptation, I think, just from the short time I have served on the committee to be the City Council or get involved in a particular school to see its particular need. I believe that ultimately this committee should be abolished and I will work toward that. On the other hand, I don't think this committee should get into the particulars of the budget. It is a very difficult thing not to do, but I think that since the Board is elected, it should make those decisions.

They have a system which I don't like and they don't like, but from whence the money flows, and I don't think the Committee should get involved in deciding those kinds of things.

NEW YORK TIMES ?/23/82

Handicapped in Classroom: The Case Before the Court

By DENA KLEIMAN

THE Supreme Court of the United States is scheduled to hear oral arguments today in the case of Amy Rowley, a deaf fourth grader from Peekskill, N.Y., to decide whether public school systems may be required to provide sign language interpreters in the classroom.

Educators across the nation are looking to the case for a definition of what Congress meant in 1975 when it passed a law requiring all school districts to provide a "free appropriate public education" to handicapped children.

Does an "appropriate" education mean one that enables a child to become, as a Federal District Court posed the issue, "a functioning member of society"? Or does it mean giving a handicapped child such as Amy, who has been performing in the top half of her class when her parents requested an interpreter, what the court called "an opportunity to achieve her full potential"?

The case comes when educators throughout the nation are grappling with the practical implications of the law, the Education for All Handicapped Children Act, which calls for sweeping changes in the instruction of handicapped children, who have been long neglected by school systems.

While most educators accept the mandate in principle, they are still questioning how far it can extend, whether school districts can afford what is required of them and, in certain cases, whether current academic programs are as effective as they might be. Some 4.4 million youngsters are currently involved in such programs nationwide at a time when the Federal Government is cutting back its financing.

Among the issues the courts, state education departments, and individual school districts around the nation face are these:

¶Where does the responsibility of education end and that of medicine begin in such cases as that of a youngster who requires catheterization several times a day?

¶Should related services to a handicapped child include such costly undertakings as psychiatric care — even if it means providing such services for an entire family?

¶Should a small school district be required to pay for out-of-state private placement, at [illegible] a year, for a child it cannot accommodate in its confines?

¶Should schools pay the additional cost of summer classes for those

Continued on Page C6

youngsters who regress during the summer?

¶Can handicapped youngsters be suspended? Or is that a form of discrimination against the kind of problem the school system must try to treat?

"We need reasonable standards," said Gwen Gregory, a lawyer with the National School Boards Association. "We cannot keep escalating requirements and have a viable education for everyone."

"We're committed to a policy of doing what we can for these people," said Fred B. Lifton, whose Chicago law practice deals exclusively in education matters. "It doesn't answer the problem of who's going to pay for it."

In response to this confusion and in keeping with the Reagan Administration's "new federalism," a policy aimed at returning powers to the states, the United States Department of Education is currently re-evaluating its regulations and is expected to announce early next month recommendations for revisions designed to lessen the "burden" on states.

These recommendations are expected to address the identification of handicapped youngsters as well as current provisions calling for an "individualized education plan." This so-called I.E.P. currently requires each school district to specify in writing every handicapped student's goals and requirements.

"We are seeking a modified approach so we don't spend time so heavily writing up educational plans for children," said Dr. [illegible] Goldberg, executive [illegible] of the Office of Special Education and Rehabilitative Services in the Department of Education. "The [illegible] is how to balance the needs of the handicapped child with the needs of the school district to educate all its children — including the handicapped."

New Rules May Not Help

The new regulations, however, are not expected to resolve the questions posed by the language of the 1975 law itself, which is currently being interpreted in courts and by state education departments around the country. While the Department is also considering legislative proposals that would amend the act, known as Public Law 94-142, experts in the field predict that the issue's ambiguities will continue to be refined in the courts.

Meanwhile, in New York State, where 223,500 handicapped youngsters require a broad range of services, the Board of Regents will consider this week a new program to allow education officials to [illegible] which [illegible] are currently diagnosed and [illegible].

Currently, handicapped youngsters are classified on the basis of such categories as [illegible]

Approach Is Debated

Advocates of this approach contend that it would shift the [illegible] process away from [illegible] labels and biases to [illegible] academic criteria. [illegible] agree, in principle, but [illegible] of the measurements [illegible].

"Philosophically it is a better educational approach," said Louis Grumet, New York State's Commissioner for the handicapped, whose staff drafted the proposed regulations.

Frank J. Macchiarola, the New York City schools chancellor, has called for [illegible] group to examine the proposal. "[illegible] support the [illegible] of the new regulations," he said, "[illegible] conviction that in their present form, they will [illegible]"

When the [illegible] consider the matter [illegible], it is expected that they will defer action at least for another month.

Mr. SIMONS. I simply want to point out, as we all know and has been pointed out this morning, that career development has been the stepchild of public education across the Nation. Washington, D.C., is no different.

In my statement, I pointed out to you that this was a concern of the Washington Teachers' Union in 1967. We were able to get language into the agreement at that time, which indicated that the career schools would not be dumping grounds, that they could not be used to put just any student who seemingly could not fit anywhere else in the secondary program. We were successful in doing that.

I would also like to point out that because of the lack of funds, in our 23 junior high schools, which were all built with shops in home economics, electricity, metalwork, and graphic arts, most of them are idle at this time. If one of them operates, that is the only option which the junior high school student has to begin to explore the possibilities of careers at that age. I think it is a shame that all of that equipment, much of it in good shape, much of it expensive, is sitting there behind locked doors. In many cases it is being taken out unlawfully.

That is the result of a lack of funding to buy the opportunities for youngsters at a very early age to explore any of the different career possibilities which are available to them in the world of work.

Certainly, the union is supportive of the idea of a joint venture with the business community, bringing in programs and equipment. It is recognized that there is no way for the school system to keep up with all of the technological changes as well as the machines that come on the market, so we welcome the opportunity to provide experiences for youngsters through the cooperation of the business community.

As I indicated to you, a more detailed statement will be submitted. The union is aware of the needs in this area and certainly will continue to do all that it can to promote the career development activities within the school system and to provide the youngsters with the greatest opportunity to explore the world of work at an early age so that they can make their choices and get the necessary skills in order to become self-sufficient.

Mr. DYMALLY. Without objection, your prepared statement will be made a part of the record at this point.

[The prepared statement of the Washington Teachers' Union follows:]

WILLIAM H. SIMONS
President
[illegible]
[illegible] Jackson
[illegible]
[illegible]
Luther L. Shelton
[illegible]
Esther B. Henderson
[illegible]
Gwendolyn A. Betancourt
Vice President Sr. High
[illegible] Stewart
Vice President Career Development
Marion T. Jackson
Vice President Special Services
Audrey N. Austin
General Vice President Special Education

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Rufus R. Cannon

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Gale Coates Johnson
President
[illegible]
[illegible] Adams
[illegible]
D.C. [illegible]

THE WASHINGTON TEACHERS' UNION
2101 L Street, N.W., Suite 905, Washington, D.C. 20037
Phone 452-8120

April 1, 1982

The Honorable Mervyn M. Dymally
Chairman
Subcommittee on Judiciary and Education
1310 Longworth House Office Building
Washington, DC 20515

Dear Mr. Chairman:

Vocational education may well be characterized as one of education's basket cases under conditions of changing curriculum conditions, i.e. and uncertain funding resources for program implementation and consistency. Additionally, the sensitivities invoked by white flight to the suburbs were not lost upon the Congressional decision makers regarding fiscal matters pertaining to the District of Columbia.

The rising emphasis on academics --- within the framework of spiraling costs and Congressional second guessing resulted in declining priorities and retargeting of inadequate resources. Thus, the continuing shifting of programs within a school system whose Board is nominally regarded as the "policy authority for the public schools." The fact of the matter is that policy is and has been made where the funds are appropriated.

But vocational education provides for the acquisition of skills necessary for early entry into the work force, and collaterally, the tax roles. Nonetheless, it too became enmeshed in per pupil costs and declining school population rhetoric.

Historically, the black community of this City has strongly advocated vocational education. Congress responded to their demands with the construction of the Armstrong Vocational High School in 1902. McKinley Technical High School was constructed for white students in the same year. These culminated the long push for vocational education instruction begun in the 1800s.

As the school system grew, or indeed two systems, one white and one black, little interaction occurred between black and white educators regarding educational curriculum, methods or ideas.

Only the advocacy by the Central Labor Union of this City in the 1930s moved the, then, superintendent to establish a biracial advisory committee on vocational education. The ascendency of vocational education swept into junior high schools for pupil exploration and to high schools for vocational pursuit.

These programs and activities served ably in meeting manpower needs in World War II. Armstrong High School and Phelps Vocational School provided round the clock training which led to the rapid decline of unemployment in this City. As is so often the case, the nation has swung back to its old luxuries of unemployment, lowered education priority and restoration of the nation's wealth to the selected few.

Locally, this decline in priority for vocational education shares the common fate of public education, here. And the Administration's proposed prison construction while cutting back education, training and jobs is compatible with so-called conservative thinking.

Your concern causes again, the surge of encouragement. A new look at the issue of what better serves this society broadened education resources or rapid expansion of armed safety and corrections personnel.

You will be encouraged to know apprehension has been and is rising regarding this state of affairs. Your persistence on this and other education matters should be continuous and certainly welcome.

In the 1973 hearings before the Senate District of Columbia Appropriations Subcommittee the matter of vocational education was critically raised.

Speaking for the League of Women Voters, Mrs. Frances Gemmil expressed the concern of members of that organization as follows. (Attachment 1)

In the same hearing, Mrs. Harriet Hubbard offered the testimony for the D.C. Federation of Citizens' Education Committee which she chaired.

Specifically on the subject of vocational education, Mrs. Hubbard provided, in part, the organization's views. (Attachment 2)

The following data underscores the concerns expressed at the hearing.

	Voc. Educ. Budget	% incr.	School Budget	% incr.	CPI	% incr.	Pupil Population Voc. Ed.	% incr.
1972	2,546.7		142946.6		125.3		2842	
1973	2,571.5	.97	150929.6	5.5	131.1	6	2851	.3

While reference, above, is to underfunding of vocation education, as I indicated earlier its plight was simply a part of the entire school budget problem.

Ms. Mary Ellen Clark, Chairman of the Budget Committee, D.C. Citizens for Better Public Education included in the record relevant observations regarding the larger issue. (Attachment 3)

Further testimony in this regard was given by Mr. Archie N. Lucas, Ass't Principal Woodrow Wilson High School (Attachment 3) and

Mrs. Irma Wipple of the Special Budget Committee, Woodrow Wilson High School. (Attachment 3)

Regrettably, educational emphasis has continued its downward spiral under Home Rule. The message from Congress has indelibly impressed City managers on how the game is to be played.

Budget reduction from Board determined program cost levels has now become the rule rather than exception.

A case in point applies to the per pupil allotment for career development students, years 1975; 1976; and 1977. Student population rose 8.6 percent. The per pupil allotment (classroom support material) rose for the hree years 1.5 percent. Over the three years 1979; 1980; and 1981 class population increased 5.1. The per pupil allotment declined a -4.6.

The 1983 budget proposed by the City represents the first time within recent memory in which an approach to budget adequacy has occurred. The accumulative effect of chaotic rearrangements of programs induced by persistent underfunding will never be repaired. Pupils graduating from or simply leaving school classes such as inadequate vocational education have lost. Their work may be made up later, but the element of time is irretrievable.

Nonetheless, Superintendent Floretta McKenzie has come to the system with initiative and creativity. Her broadened view of career education aided by cooperation with businesses and potential employers holds great promise. We look to the kind of impetus she brings as a return to the level of pride formerly held by vocational education teachers. With the shops closed, the machines idle and elsewhere dwindling resources, the message is clear. To students and teachers alike, vocational education development of human capitol and resources to sustain the economy --- and the society.

This City, Mr. Chairman is, in my view, particularly vulnerable to any proposed reduction of educational support. Much has been said regarding its high level of government employment. Few businesses here are untouched by its large presence of the Federal government.

However, reductions in force and shrinking needs for services has caused dislocation of business and employees. If the demand for unskilled and semi-skilled was low in more prosperous times, it is even more so today. And the future, in this regard, is indeed grim.

By Congressional preference industrial and manufacturing activity has been prohibited --- as incompatible with the esthetics of the seat of the national government. It also limits severely the demand for other than skilled or professional workers.

Therefore the burden of the local school system is to prepare pupils for the ever changing technology. Beyond the professions little else will be in demand here. Consequently, the argument for linkages between the education systems and the world of work bears both the hope and the challenge. No where is it more valid than here.

But the difficulties remain, notwithstanding any urgency. And in its column entitled "Area Schools Face $43 Mil. Loss in Reagan Cuts," (3-19-81) (Attachment 4), the Washington Post noted vocational education as a threatened program. Among other things, the reporter cited official reaction as the elimination of vocational education programs in junior high schools.

In addition to the Washington Post account, I have included other material. Attachment 5 is testimony by the Board of Education (April 17, 1980) on the School Budget before the Subcommittee on D.C. Appropriations. The written statement presented for the Board President agonizes over the impossible task under City and Congressional budget decision making. And the New York Times of March 23, 1982, raises the potential of another court ruling in the matter of handicapped children. (Attachment 6) Under the proposed withdrawal of some federal monies for these pupils, the fiscal obligation will again mount on this and other school systems.

The courts find the absence of funds as no reason for failing to carry out the law. If, as has happened before under P.L. 94-142, reshuffling of programs will once again occur necessitating program reduction or elimination.

You and the Members of the Committee are respectfully urged to seek the Administration's abandonment of the proposed vocational education cuts.

Respectfully,

William H. Simons
President

WHS/CRB:jw
opeiu #2 afl-cio

Mr. DYMALLY. Mr. Williams, do you have any observations you wish to make?

Mr. WILLIAMS. No, Mr. Chairman. Mr. Simons has adequately expressed the views of organized labor.

Mr. DYMALLY. Mr. McKinney?

Mr. MCKINNEY. I have no questions, Mr. Chairman. I appreciate the comments.

Mr. DYMALLY. We thank all of the witnesses for coming, the Mayor's office and the teachers' union. We are very pleased that you continue to take a very active interest in this area and in responding to the committee's inquiry about education in the District of Columbia.

Thank you very much.

The subcommittee is adjourned subject to the call of the Chair.

[Whereupon, at 11:40 a.m., the subcommittee was adjourned.]

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